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ABSTRACT

Through a wide variety of activities, this manual integrates the teaching of English as a second language with the beginning students' experiences and the development of their linguistic, cognitive and conceptual skills. Emphasis is on individual skills and listening and speaking activities. Activities and materials move from simple to complex levels and include review and reinforcement. Worksheets and illustrations are included with some of the activity descriptions. Activities involve games, songs, writing, puppetry, and poetry. Each activity description includes information on goal, cognitive skill, linguistic item, and concept. Most activities do not need supplementary materials. (CB)

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LOOK, LISTEN, DO!
READ AND WRITE, TOO!

A Manual of ESL Activities
for Beginner Level

What will I be?
Is it the same or different?
How does it make me feel?
Is it big or is it little?
What do I see?
What time is it?
Where do I go?
Who am I?

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LOOK, LISTEN, DO!
READ AND WRITE, TOO!

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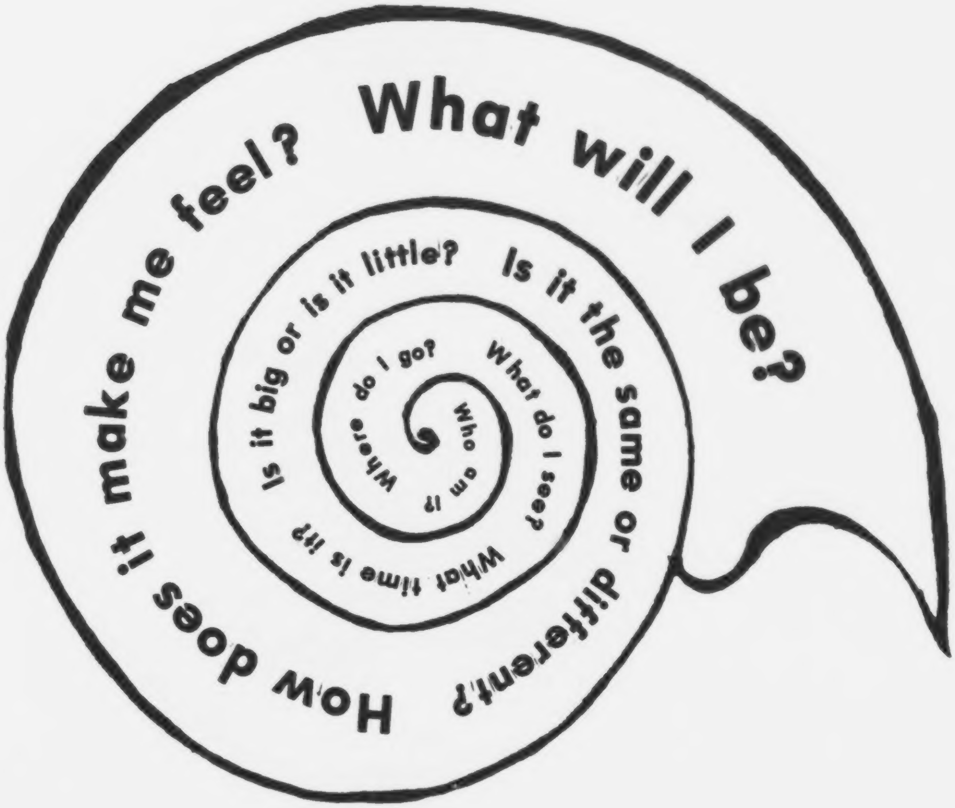
Who am I?
Where do I go?
What do I see?
What time is it?
Is it big or is it little?
Is it the same or different?
How does it make me feel?
What will I be?

New York City Board of Education

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FOREWORD

This Manual of ESL Activities for Beginner Level integrates the teaching of English as a second language with the students' experiences and the development of their cognitive and conceptual skills. Through a wide variety of activities, the student becomes an active participant in the learning process. To increase the program's flexibility and effectiveness, there are included student worksheets and teacher resource sheets, which may be removed and duplicated. As a help to the teacher in lesson preparation, lists of teacher resources -- books, songs, poems, skits, games, nursery rhymes, filmstrips, fingerplays and visual aids -- accompany almost every activity.

These ideas are the work of a highly creative team of public school ESL teachers who work with students in the non-public schools. We are delighted to share their pedagogic ingenuity with other teachers.

Charlotte Frank

Charlotte Frank,
Executive Director

ACKNOWLEDGMENTS

This pilot edition of Look, Listen, Do! Read and Write Too! A Manual of ESL Activities for Beginner Level is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. The materials were developed under the auspices of the Office of Special Projects, Lawrence Larkin, Director, and subsequently produced by the Office of Curriculum Development and Support, Morris Freedman, Director.

The activities were developed and written under the direction of Maria Mastrandrea, Coordinator of the English as a Second Language Program under ECIA Chapter I, Bureau of Non Public Schools Reimbursable Services. The activities were written by Anna Maria Carrillo, Vivian Casil, Karen Johnsen, and Marion Klar, all public school teachers working in the non-public schools. Other teachers have assisted in developing these ideas and in pilot testing them.

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Prefatory Note

It is our hope that you will use this manual as a resource book. The activities contained here are not complete lesson plans, nor are they designed for use with specific grades. Although most of the resource materials are for the early grades, the remaining material may be adapted to different age and ability levels. An assessment of your students' needs will be your best guide in determining how to use these materials.

Additional activities are being written and will soon become available. We welcome your comments and suggestions, and thank you for your interest in the education of the Limited English Proficient Student.

Maria Mastrandrea
Coordinator
English as a Second Language Program
Bureau of Non-Public Schools
Reimbursable Services

About These Materials...

In this manual, the center of instruction is the individual student. The material moves from the simple to the complex, developing linguistic, conceptual and cognitive skills. Review and reinforcement of previously taught material occurs throughout, using the spiral technique of reintroducing old items while presenting new ones. All four language areas -- listening, speaking, reading and writing -- are explored. At the beginner level, the emphasis is on listening and speaking activities; at the intermediate and advanced levels, it is suggested that equal time be given to reading and writing.

The curriculum is comprised of eight goals. The cognitive skills in the goals are graduated by level of abstraction -- the first three goals referring to the perception of the physical characteristics of things, the next three to the functions and uses of things, and the final two to creative uses of things.

The linguistic items are divided into levels, detailed in the Curriculum Diagram. The beginner level has five linguistic items per goal; the intermediate level, three; and the advanced, two. The sequencing of linguistic items in each goal can be altered according to students' needs.

Color-coded word cards are used to teach linguistic items. These cards enable both student and teacher to transform sentences easily.

The concepts are broad and varied, such that they also may be adapted to suit a range of ages, needs, and interests. For example, the teacher should introduce the study and celebration of holidays where appropriate; these provide an excellent means for students to share their diverse cultures and traditions.

Through use of the language experience approach and storybooks, children are initially exposed to the written word as an expression of their thoughts; later, they "read" and "write" their own stories. Reading and writing are also taught using pictures, word cards and controlled linguistic structures.

This manual has been designed to be flexible. It is our hope that both experienced ESL teachers and those new to the field will find it a source of assistance and enrichment.

GOAL I: ***Who am I?***

COGNITIVE SKILLS ***Can identify himself/herself/others***

CONCEPTS: SCHOOL
COUNTRIES
NATIONALITIES
LANGUAGES

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

(time spent on task)

1.1 **To be,** present tense

1.2 Subject pronouns
I, you, he
she, it, we
they

1.3 **this/that**
these/those
the, an, a
here/there

1.4 Nouns: singular and regular plurals, some irregular plurals
children
women
men

1.5 **yes-no, or**
and **what** questions
with **to be**

Reading

Picture books
Easy-to-read books

1. Rebus Reading
   My name is ______
   I am (not)
   He/she is (not)
   We are (not)
   This/these, is/are (not)__
   That/those, is/are (not)__
2. Word recognition: pronouns
3. Letter recognition: S

Writing

1. Match name cards
2. Match pronouns with nouns
3. Manipulate S card for plurals

Language Experience Charts

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

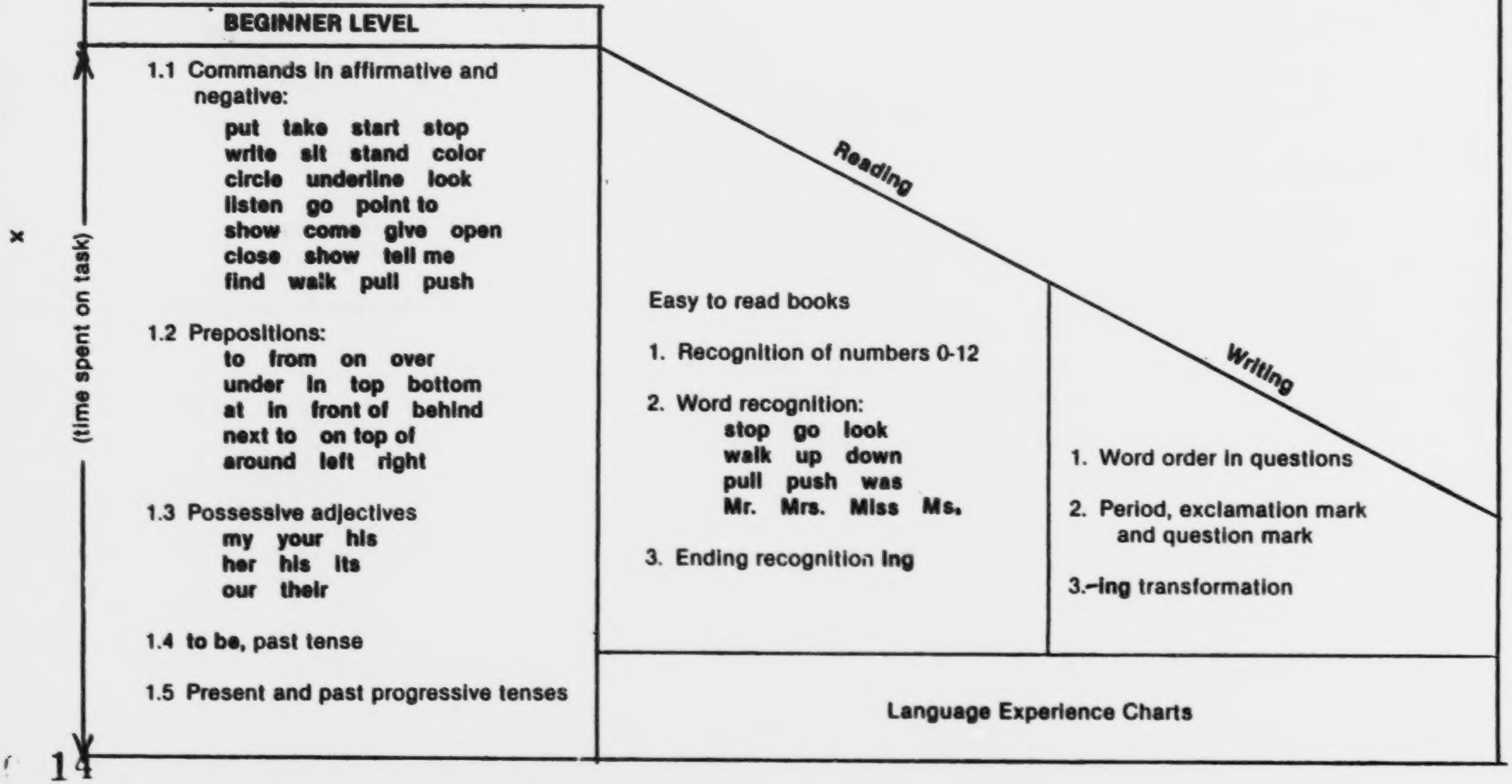
Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	Language Experience Charts	
2.1 **And, or, but** compound sentences 2.2 Indirect pronouns 2.3 Compound and complex sentences	Controlled Readers	Spot dictation Controlled writing Letter Writing Expressive Writing
ADVANCED LEVEL		
3.1 **That, who, whom and which** in subordination 3.2 **Someone, anyone, no one, everyone**		

COGNITIVE SKILLS ***Can follow directions***

CONCEPTS:
SCHOOL
CLASSROOM ROUTINES
ADDRESS
NEIGHBORHOOD MAP
WORLD MAP

GOAL II:*Where do I go?*

LINGUISTIC ITEMS:
Listening-Speaking



BEGINNER LEVEL

1.1 Commands in affirmative and negative:
put take start stop
write sit stand color
circle underline look
listen go point to
show come give open
close show tell me
find walk pull push

1.2 Prepositions:
to from on over
under in top bottom
at in front of behind
next to on top of
around left right

1.3 Possessive adjectives
my your his
her his its
our their

1.4 **to be,** past tense

1.5 Present and past progressive tenses

Easy to read books

1. Recognition of numbers 0-12
2. Word recognition:
   stop go look
   walk up down
   pull push was
   Mr. Mrs. Miss Ms.
3. Ending recognition ing

1. Word order in questions
2. Period, exclamation mark and question mark
3. **-ing** transformation

Language Experience Charts

Goal II: *Where do I go?*

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	**Language Experience Charts**	
2.1 Indirect pronouns and possessive pronouns 2.2 Directional and locational phrases: towards, sideways, backwards, up to, on top of, left 2.3 Idiomatic uses of have	Controlled Readers	Spot dictation Controlled writing Letter Writing Expressive Writing
ADVANCED LEVEL		
3.1 Used to 3.2 Modals must and have to		

GOAL III: ***What do I see?***

COGNITIVE SKILLS ***Can name and describe numerical concepts***

CONCEPTS:
SCHOOL ITEMS
LETTERS
COLORS
BIG—SMALL
WEATHER
DAY—NIGHT

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

(time spent on task)

1.1 To have present and past
1.2 Adjectives and their placement
1.3 Present tense of verbs in all forms (see list) /s/z/iz/ groupings
1.4 Yes/No, or, who, when questions
1.5 Possessive form with s

Reading

Easy to read books

1. Pictorial cloze
2. Word recognition:
   colors, capital letters
   yes, no, or
   who, what
3. S with pictorial cues

Writing

1. Trace, copy, write numbers 1—12 and letters T, D, B, S
2. Match colors and cards
3. Transformations: 'S

Language Experience Charts

Goal III: ***What do I see?***

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	**Language Experience Charts**	
2.1 Linking verbs **Looks like, feels, seems, tastes, smells** 2.2 More regular and irregular verbs: present and past tenses, past participle 2.3 More noun plurals something anything nothing everything	Controlled Readers	Spot dictation Controlled writing Letter Writing Expressive Writing
ADVANCED LEVEL		
3.1 yet still while for since already 3.2 Present perfect tense		

Goal IV: ***What time is it?***

COGNITIVE SKILLS ***Can demonstrate understanding of time concept and sequence***

CONCEPTS:
CALENDAR:
DAYS, MONTHS
DAILY ROUTINES
MEALS
CLOCKS
TELLING TIME
ENTERTAINMENT

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

(time spent on task)

1.1 Past tense of regular and irregular verbs, affirmative only (see list and grouping)

1.2 Past tense of regular and irregular verbs; did

1.3 Contractions with **to be**, and the auxiliary **do not** in present and past tenses

1.4 Use of:
a.m. p.m. now then
yesterday tomorrow today
before after first
last next

1.5 **when, where** questions

Reading

Sequence story telling

1. Sequencing of letters and numbers

2. Word recognition:
p.m. a.m. today
tomorrow yesterday
Days of week
Months

3. Ending recognition —**ed; do** and **did; when; where**

Writing

1. Fill in letters and numbers in sequence

2. **Do** and **did** transformations

3. Transformation: —**ed** in response to oral clues

Language Experience Charts

Goal IV: *What time is it?*

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	Language Experience Charts	
2.1 Selected two-word verbs 2.2 Tag questions, all tenses 2.3 either/or neither/nor whenever whatever wherever whoever	Controlled Readers	Journal writing Letter writing Expressive writing
ADVANCED LEVEL		
3.1 Past perfect 3.2 Contrast possessive form with s		

GOAL V: ***Is it big or little?***

COGNITIVE SKILLS ***Can discriminate sizes, shapes, and quantity. Can discriminate part and whole relationships.***

CONCEPTS:
PARTS OF THE BODY
CLOTHING
PARTS OF THE HOUSE
FURNISHINGS

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

1.1 Possessive pronouns **mine, yours, his, hers, its ours, theirs**

1.2 Irregular noun plurals and noun-noun combinations **(wristwatch, headband)**

1.3 More **who** questions

1.4 Comparative and superlatives of adjectives

1.5 **Can** and **may**

(time spent on task)

Reading

Library books

1. Reading of capital and small letters
2. Word recognition: **who, —er,** and **—est** endings
3. Word recognition: present and past tenses of **eat, get up, go, have, come, can,** and **may**

Writing

1. Match small and capital letters
2. Trace, copy, write letters in word completions
3. Trace, copy, write **—ing, —ed, —er,** and **—est** in word completion

Language Experience Charts

GOAL V: *Is it big or little?*

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	**Language Experience Charts**	
2.1 Reflexive pronouns 2.2 **There is, there are** with count nouns **(many-more, few-fewer)** 2.3 **Wear** and **use**	Controlled Readers	Paragraph writing Expressive writing
ADVANCED LEVEL		
3.1 Prefixes and suffixes 3.2 **nevertheless regardless** **although all the same** **yet on the contrary** **as a matter of fact**		

Goal VI: ***Is it the same or different?***

COGNITIVE SKILLS ***Can perceive similarities and differences. Can classify.***

CONCEPTS:
FOOD
NUTRITION
RESTAURANTS
MENUS
TABLE SETTING

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

(time spent on task)

1.1 Descriptive adjectives (in categories)

1.2 Verbs: infinitive, past, past participle

1.3 Antonyms and synonyms

1.4
How much/how many
there is/there are
a/an/the

1.5 Quantitatives with nouns:
much little more
less few fewer
many some none
several a lot

Reading

Library books

1. Verb groupings —S or —ed
2. Verb groupings —ing and to be, present or past tenses
3. Noun classification — teacher-recorded

Writing

1. Add endings and classify by form and by tense
2. Classify nouns and offer attributes
3. Spot dictation

Language Experience Charts

Goal VI: ***Is it the same or different?***

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS: Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	**Language Experience Charts**	
2.1 **Much little less more** **a lot very so** **only (with verbs or adverbs)** 2.2 **There is, there are with mass nouns** 2.3 Idiomatic quantity words: **a head of lettuce** **a bunch of grapes**	Controlled readers	Recipes Outlines Letter writing Expressive writing
ADVANCED LEVEL		
3.1 Synonyms and cognates 3.2 **I'd rather and I'd better**		

GOAL VII: Where are we going to go tomorrow?

COGNITIVE SKILLS Can identify sounds, express emotions and describe actions

CONCEPTS:
ANIMALS AND THEIR BABIES
CIRCUS
ZOO
TRANSPORTATION
SAFETY

LINGUISTIC ITEMS:
Listening-Speaking

BEGINNER LEVEL

(time spent on task)

xx

1.1 Future **going to** (e.g., John is going to take us to the zoo.
1.2 More irregular verbs in past tense
1.3 Contrast past tense of regular verbs per pronunciation/t/d/id/
1.4 Adverbs and their placement
1.5 How questions

Reading

Poems

1. Sound of selected consonants (minimal pairs)
2. Word recognition:
   cold hungry warm
   happy sad thirsty
3. Oral cloze exercises

Writing

1. Dictate experience charts
2. Write in initial consonants
3. Written cloze exercises

Rhyme
Rhythm

GOAL VII: Where are we going to go tomorrow?

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

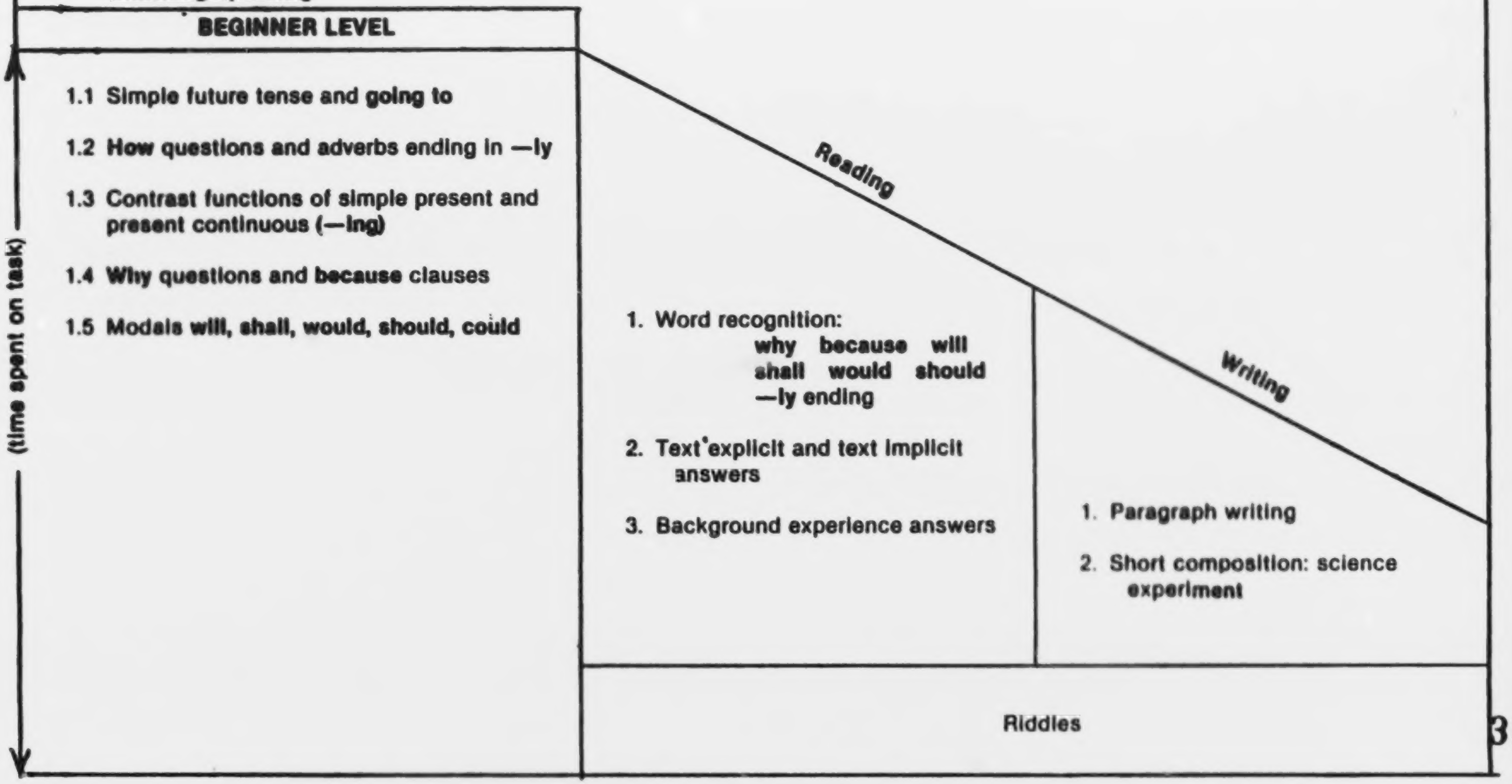
Listening-Speaking	Reading	Writing
INTERMEDIATE LEVEL	Rhyme — Rhythm	
2.1 Modals: may, might 2.2 Similes: as. . . as like same as different from 2.3 Placement of a series of adjectives	Oral reading Proverbs Controlled readers	Directions Behavior rules Expressive writing
ADVANCED LEVEL		
3.1 Passive voice 3.2 Homophones, homographs, onamatopeic words		

GOAL VIII: ***What will I be?***

COGNITIVE SKILLS ***Can observe details and draw inference***
Can discriminate functions

CONCEPTS:
OCCUPATIONS
TOOLS
COMMUNITY HELPERS
SPORTS
COMMUNICATION
SCIENCE
HOW DO PLANTS GROW

LINGUISTIC ITEMS:
Listening-Speaking



BEGINNER LEVEL

1.1 Simple future tense and **going to**

1.2 **How** questions and adverbs ending in —ly

1.3 Contrast functions of simple present and present continuous (—ing)

1.4 **Why** questions and **because** clauses

1.5 Modals **will, shall, would, should,** could

1. Word recognition:
   why because will
   shall would should
   —ly ending
2. Text explicit and text implicit answers
3. Background experience answers

1. Paragraph writing
2. Short composition: science experiment

Riddles

Goal VIII: *What will I be?*

COGNITIVE SKILLS

see BEGINNER LEVEL

CONCEPTS:

see BEGINNER LEVEL

LINGUISTIC ITEMS:

Listening-Speaking	**Reading**	**Writing**
INTERMEDIATE LEVEL	Riddles	
2.1 **Since because for however yet still** 2.2 Contrast simple past, present perfect, and past continuous 2.3 Contrast present perfect and past perfect	Independent reading	Log writing Expressive writing
ADVANCED LEVEL		
3.1 If and whether 3.2 Tense agreement: past and perfect tenses		

GUIDE TO COLOR-CODED WORD CARDS

verbs=red
nouns=blue
adjectives=yellow(except colors)
direct pronouns=green
others=black

Colors
S=red (verbs)
S=blue (plurals)
S=blue (possessive form of nouns)

Goal I	My name is	(child's name)
	Am, is, are	
	Here/There	(red)
	Not	(black)
	Direct pronouns	(green)
	S	(blue and red)
Goal II	Numbers 0-12	
	Stop-go-look-walk-up-down-pull-push	(red)
	Mr., Mrs., Miss, Ms.,	(blue)
	" -ing" ending	(red)
	? ! . (punctuation marks)	(black)
Goal III	Colors: red, green, yellow, blue, black	(cards of these colors)
	Capital letters - T, D, B, S	(black)
	S (possessive	(blue)
	Yes, no, or, who, what	(black)
Goal IV	Capital letters	(black)
	When, where-p.m., a.m., today, tomorrow	
	yesterday	(black)
	days of week, month	(blue)
	do, did, "-ed" ending	(red)
Goal V	Capital and small letters	(black)
	Endings "-er" and "-est"	(yellow)
	have, has, had	(red)
	go, goes, went	(red)
	come, comes, came	(red)
	get up, gets up, got up	(red)
	eat, eats, ate	(red)
	can, may	(red)
Goal VI	With pictorial cues, classify and read the endings "s" and "ed"	(red)
	With pictorial cues, classify and read "__ing" present and past	(red)
	With pictorial cues, classify and read the endings "er" and"est"	(yellow)
Goal VII	Minimal pairs using initial and final consonant endings	
	Cold, hungry, warm, happy, sad, thirsty	(yellow)
	How	(black)
GoalVIII	Why, because, " -ly" ending	(black)
	Will, shall, would, should	(red)

Goal I: Who Am I?

LINGUISTIC STRUCTURES

1.1 To be, present tense--all forms*

MODEL I am Maria.
I am Cuban.
I am a girl.
You are.
He is.
She is.
It is.
We are.
You (pl.) are.
They are.

Am I Maria (John, a teacher)?
Are you Cuban (Haitian)?
Is (he/she) a (boy/girl)?
Is it a book?
Are we cousins?
Are you (pl.) friends?
Are they men (women, desks, windows, chairs, pens)?

I am not Maria.
You are not Cuban.
He is not a girl.
She is not a boy.
It is not a book.
We are not cousins.
You (pl.) are not friends.
They are not men.

*The negative interrogative form will be introduced at the intermediate level with tag questions.

1.2 Personal pronouns--I, you, he, it, we, you (pl.), they (see 1.1)

1.3 This/that; these/those; a/an; the; here/there

MODEL This is the classroom.
That is a book.
This is an apple.
That is Cuba.
These are books.
These are the books.
Those are papers.
Those are the papers.
Here is the house.
There are the windows.

Review: Maria is an aunt. John is an uncle. It is an eraser.

1.4 Nouns: singular and plural, some irregular plurals

regular nouns related to home, school, family, nationalities:

MODEL book, books
mother, mothers
Haitian, Haitians
kitchen, kitchens

irregular plurals:

MODEL man, men
woman, women
child, children
leaf, leaves

1.5 Yes/No, or, and what questions with to be

MODEL Am I a boy? (Yes./No.)
Are you Cuban? (Yes./No.)
Is she a brother or a sister?
Is it a pen or a pencil?
What is this? That is a window.
What are these? Those are doors.

ACTIVITY I-1

Cognitive Skill: Self-identification

Linguistic Item: I am

Concept: Self, first name

Materials:

- large oaktag card (8 1/2-by-14) representing "I"
- 3-by-5 index card with each child's first name (Attach string if desired so that card may be worn. Leave space in form of name so that the words "I am ________" may be inserted later.)
- a large card with two lines from poem "I'm Glad I'm Me"--"I am special. I am me."
- a medium-sized mirror

NOTE: Teacher will need eight large 8 1/2-by-14 pronoun cards to be used in this goal. (See Teacher Resource I-1 for samples.) Also teacher will need 8 1/2-by-14 cards representing "Is/is," "Are/are," and "a."

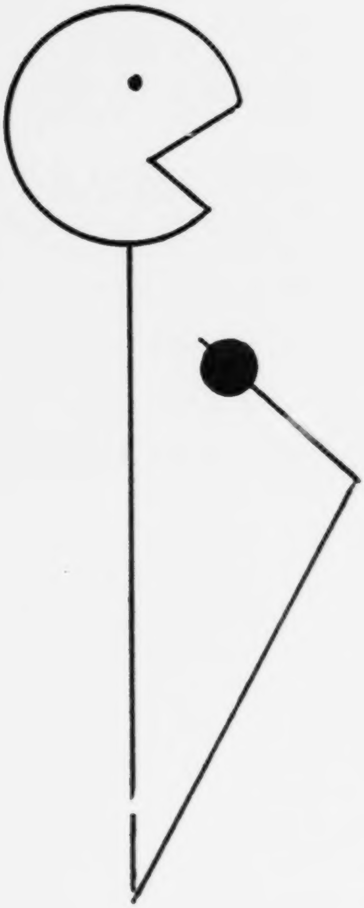
PROCEDURES

1. Write "_______ am _______" on chalkboard.
2. Model: "I am Ms. ________."
3. Display large card with "I" stick figure and model: "I am Ms. _______," holding the "I" card and the name card in appropriate slots.
4. Give a child his or her name card. Ask: "Who are you?" Assist child to answer "I am _______."
5. Child goes to chalkboard and puts large "I" card and his or her name card in proper slots.
6. Student again models: "I am _______." Teacher points to words.
7. Each student has a turn.
8. At bulletin board or display area, display mirror and the lines from poem "I'm Glad I'm Me." While looking in mirror, children say the lines of the poem.

NOTE: This entire poem will be used later in this goal.

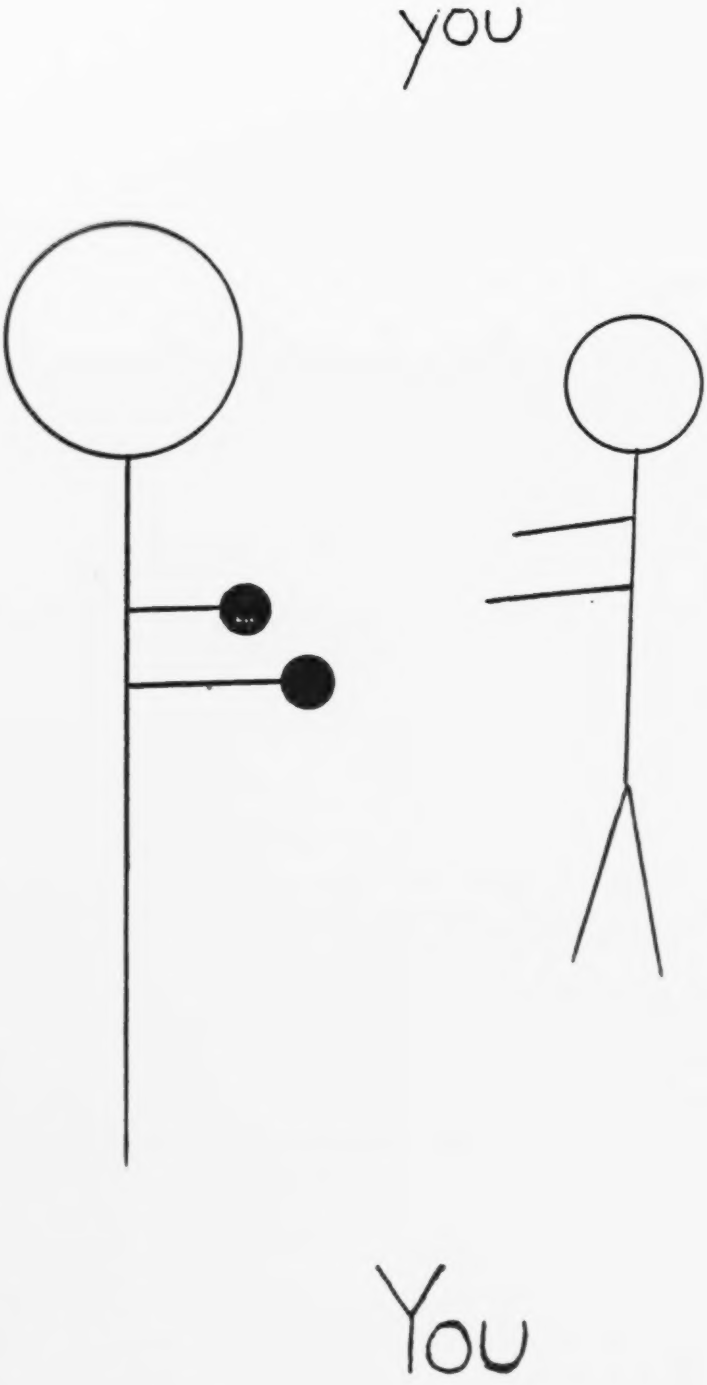
Teacher Resource I-1-Pronoun Cards

I



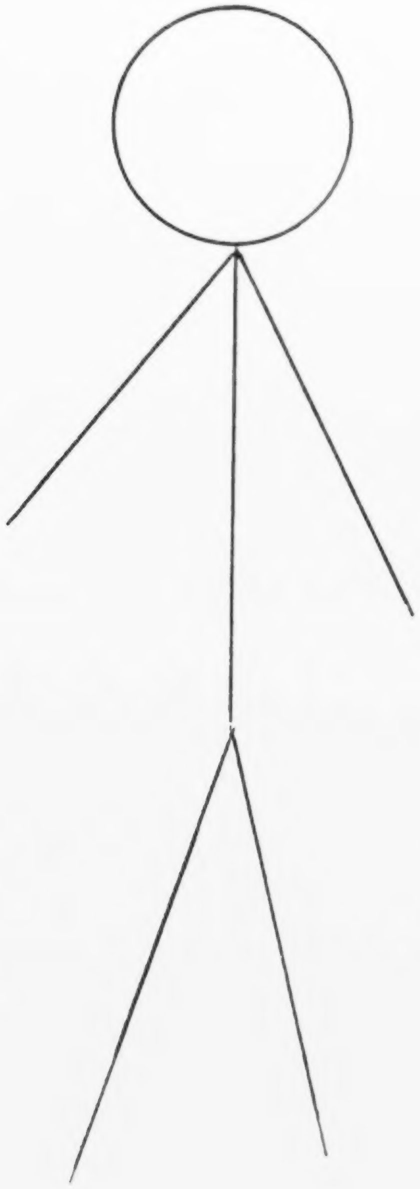
I

Teacher Resource I-1



Teacher Resource I-1

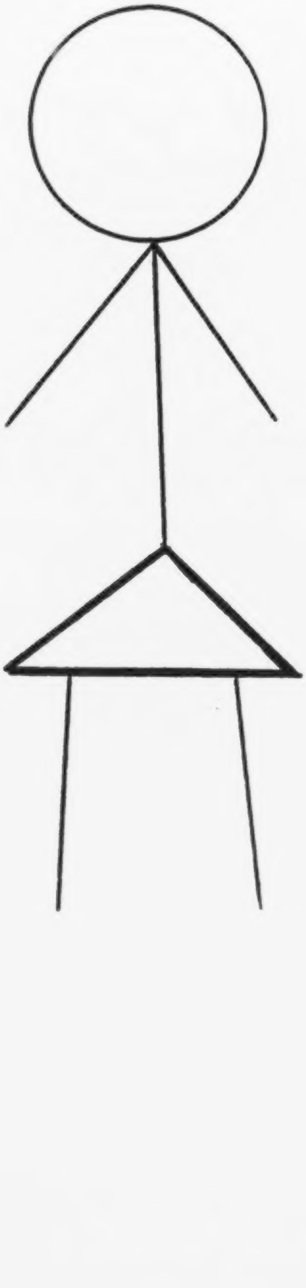
he



He

Teacher Resource I-1

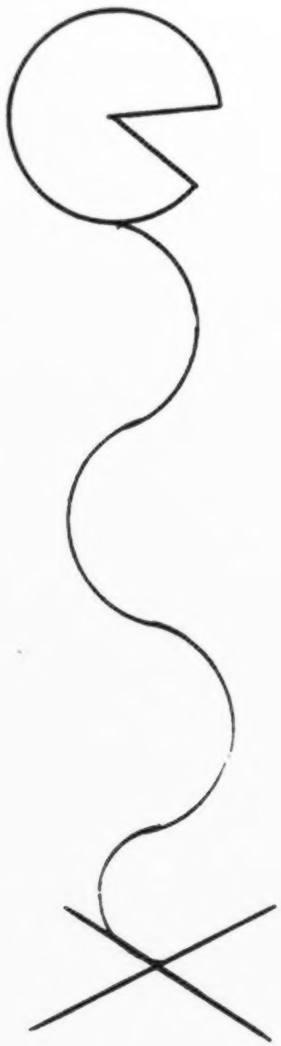
she



She

Teacher Resource I-1

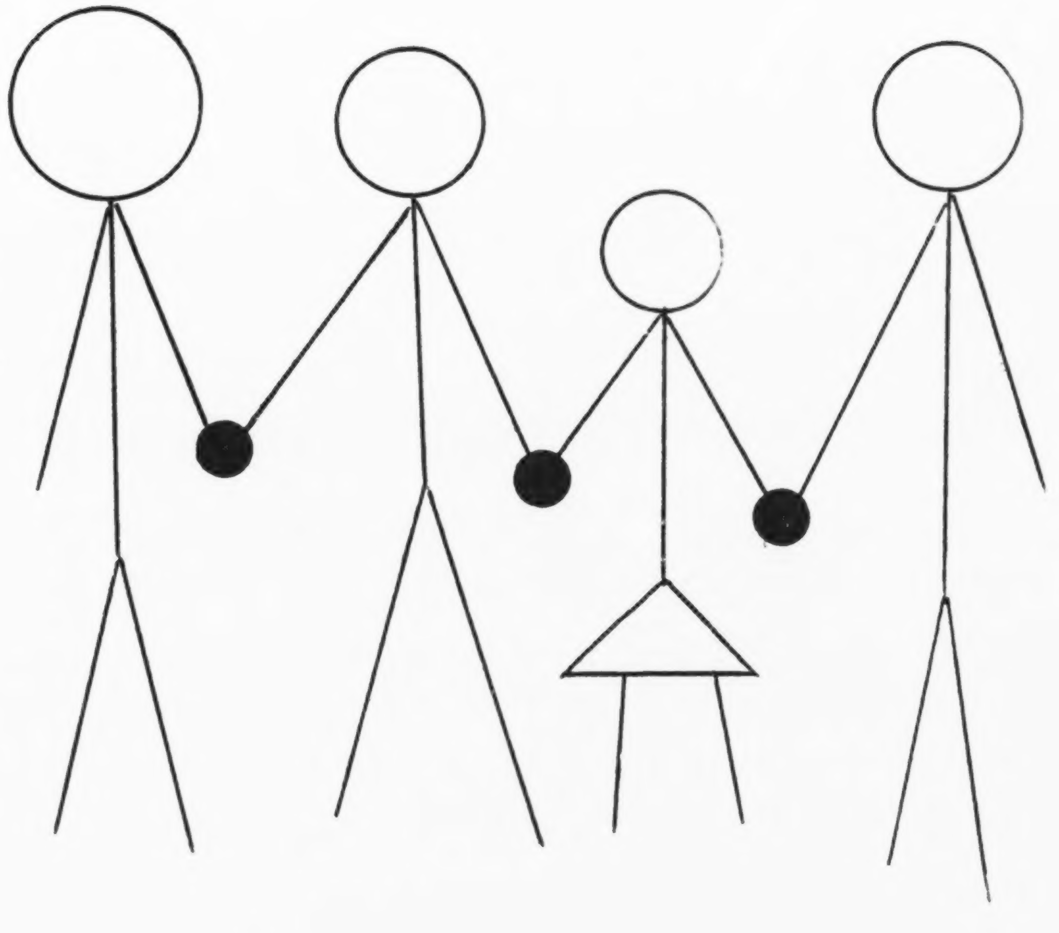
it



It

Teacher Resource I-1

we

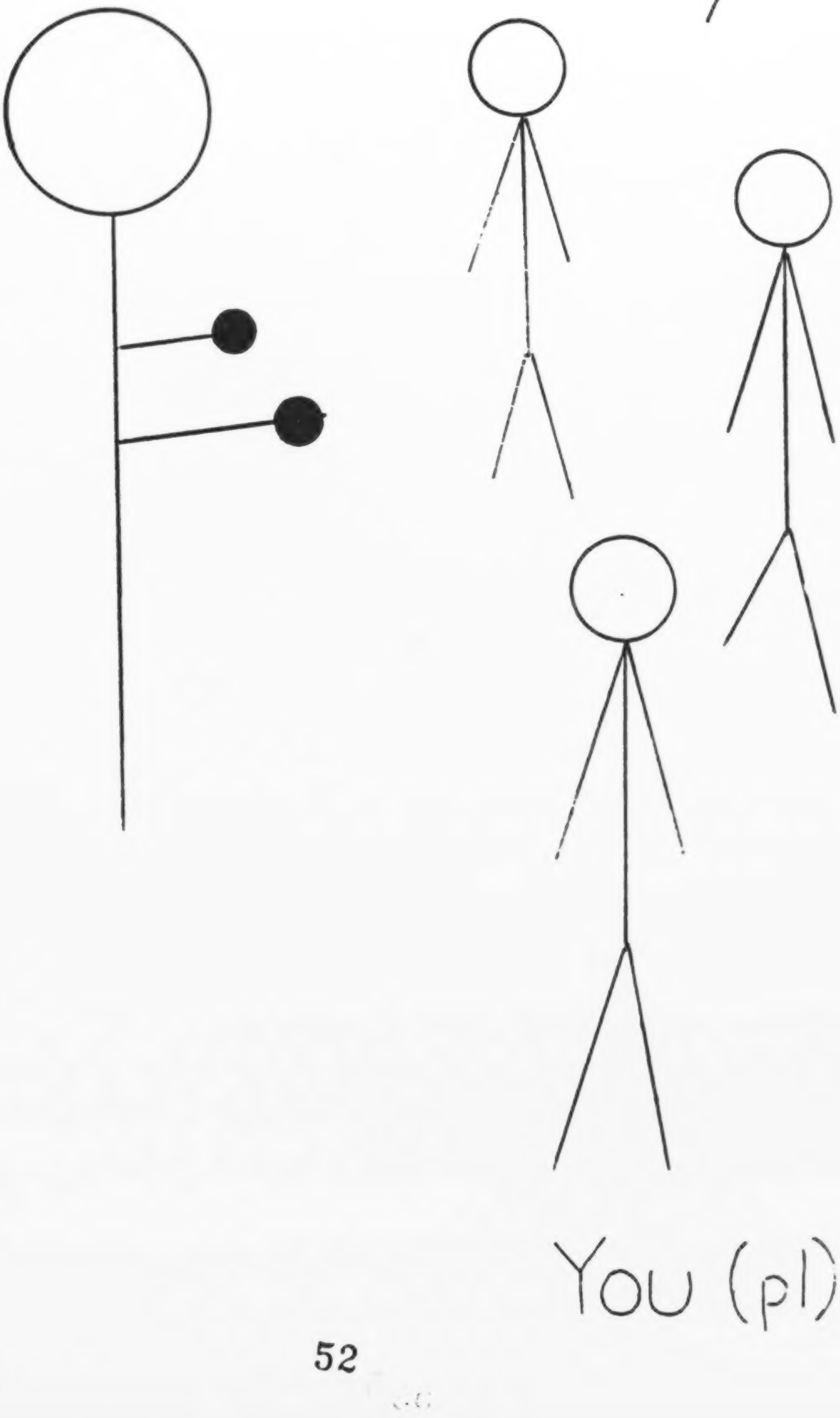


We

TR I-1

Teacher Resource I-1

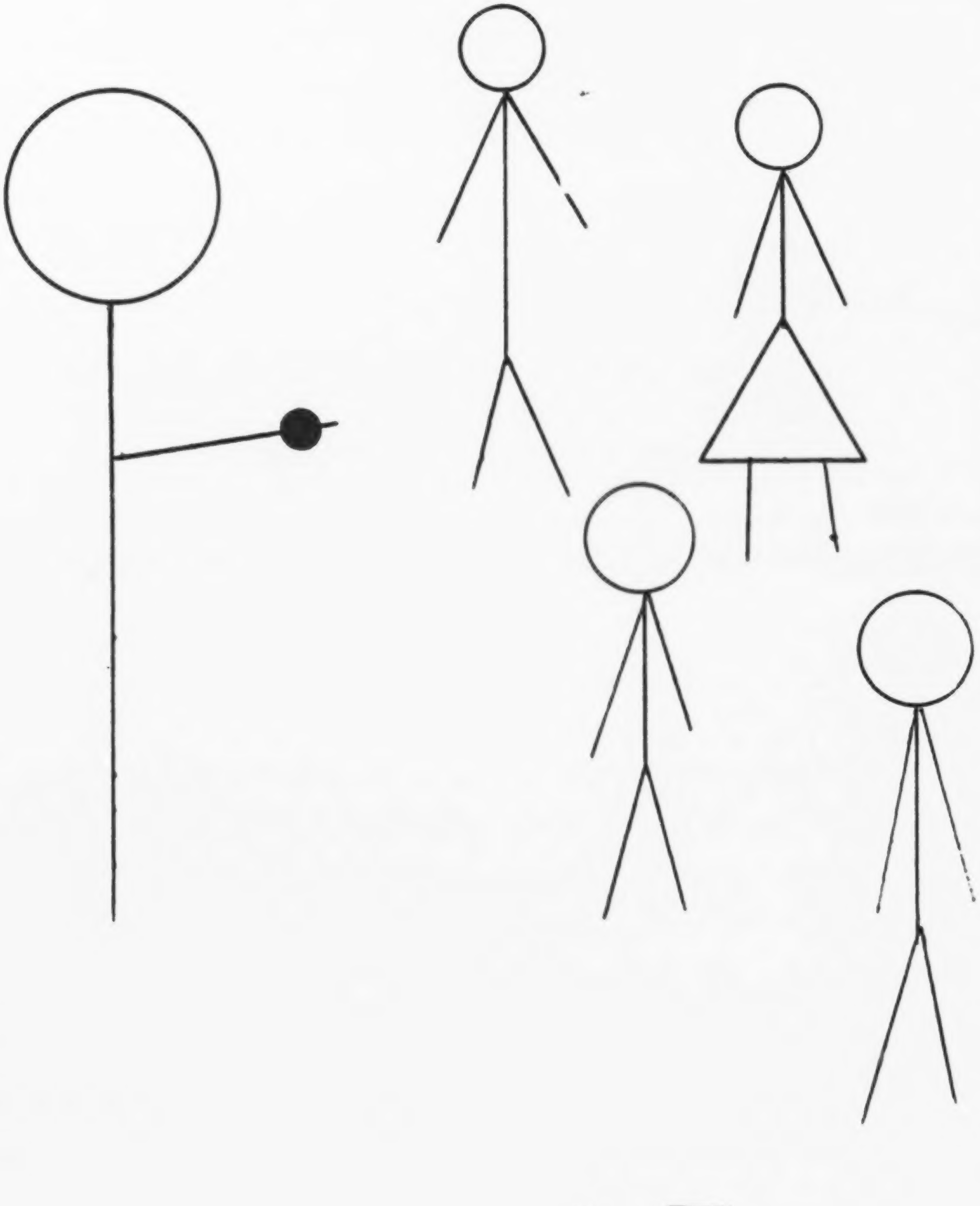
you (pl)



You (pl)

Teacher Resource I-1

they



They

ACTIVITY I-2

Cognitive Skill: Self-identification in relation to family

Linguistic Items: My name is ______. This is my ______.

Concepts: Family: mother, father, sister, brother, grandmother, grandfather; house

Materials:

- picture of a house
- felt stick figures for family members
- large "I" card
- Student Worksheet I-2
- optional: photographs of students' family members
- optional: picture of teacher's family

NOTE: A. This worksheet is most effective if duplicated onto oaktag sheets for durability.

B. To ensure interest in worksheet activities, personalize worksheets by using actual names of students in your class.

PROCEDURES

1. Review "I am ______" with "I" card and students' names.

2. Point to the picture of a house. Say: "This is my house."

3. Take felt stick figures and place them next to the house as you say, "This is my mother." Students repeat.

4. Follow the same procedures as you introduce "This is my father (sister, brother, family)."

5. Have each individual student repeat as above.

6. Teacher distributes Student Worksheet I-2. Teacher/child writes name on line which says, "I am ______." Guide child to read "I am ______." Teacher asks "Who are you?" Student responds "I am ______."

7. Point to first box on worksheet and say "This is you." Teacher/child writes in first box: "I am ______." Instruct child to point to first box and say: "I am ______." "I am special." "I am me."

8. Teacher circulates, asking students: "Who lives with you?" and records names of family members on worksheet, "This Is My Family."

9. Instruct students: "Point to/show me your mother." Model: "This is my mother." Class repeats: "This is my mother." Continue with father, sister, brother, grandmother, grandfather, family.

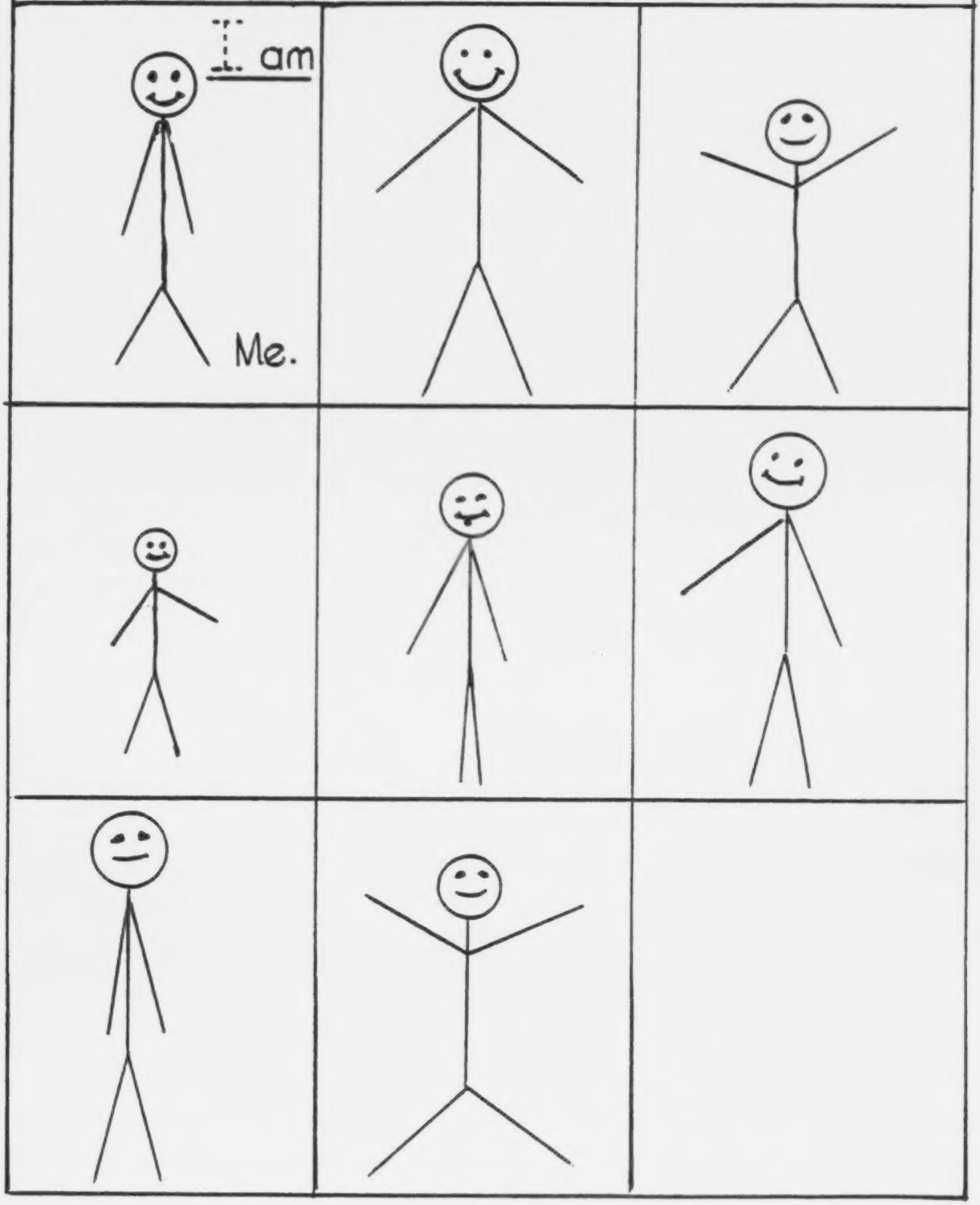
10. Students color worksheet "This Is My Family." Teacher keeps it for future lessons/permanent display.

NOTE: Last box may be used for additional family members or pets. This worksheet will be used throughout this goal.

Student Worksheet I-2

I am____

THIS IS MY FAMILY



ACTIVITY I-3

Cognitive Skill: Self-identification in relation to family

Linguistic Item: My name is ______. I am ______. Who are you?
Pronouns: I, you

Concept: Family

Materials:

- 3-by-5 name cards for each student
- felt stick figures (See Teacher Resource I-1)
- picture of house
- Student Worksheet I-3

PROCEDURES

1. Students will receive their name cards.

2. Teacher writes on board and models: "My name is ______."

   Teacher writes his or her name: "I am (name)." Teacher reviews his or her family story using picture of house and felt stick figures.

3. Each student will take his or her name card and worksheet and tell his or her family story, i.e., "I am ______. This is my ______."

4. Two students at a time enact a dialog: "I am (name) . This is my (father, mother) . Who are you?" Initially teacher cues the response with stick figures; then student selects either "father" or "mother" as he or she points to stick figure and creates his or her own dialog.

5. Teacher reinforces students' recognition of their names as often as possible. At the beginning of the lesson, repeat drill of asking each student: "Who are you?" As he or she takes his or her name card and says, "This is my name. I am ______," he or she places name card around his or her neck.

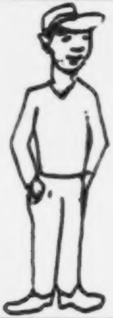
6. As a matter of routine, have students take their name cards as they proceed to their seats before every lesson. These cards will assist students to associate their names with the written form and may also be used for other types of drills later on; e.g., first or last letter of the name as students take a seat or line up, etc.

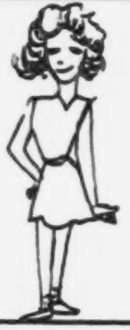
NOTE: The written form of "I am" is to be placed at the top of each rexo the student uses and is to be read each time it appears. In addition, teacher asks students each day "Who are you?", pointing to their name cards, and assists students in reading "I am (name)."

Student Worksheet I-3

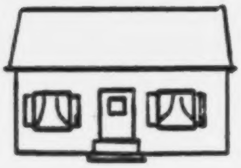
I am ______________________________.

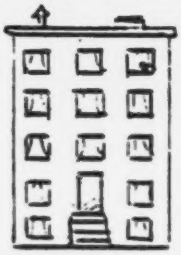
1. My name is ______________________________.



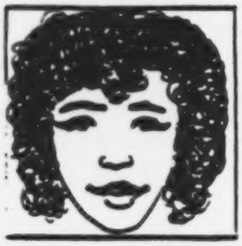


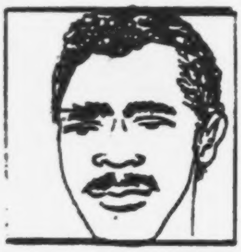
2. I am a ______________________________.



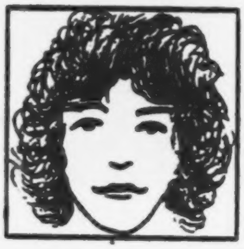


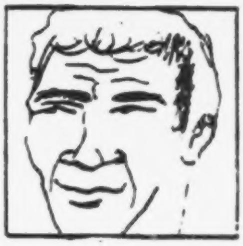
3. This is my ______________________________.





4. This is my ______________________________.





5. This is my ______________________________.

ACTIVITY I-4

Cognitive Skill: Self-identification

Linguistic Item: Rebus reading and writing of "My name is ______. I am ______. I am a (boy/girl)."

Concept: Self; boy; girl

Materials:

- students' name cards
- 8 1/2-by-14 pictures of a boy and a girl
- Student Worksheet I-4

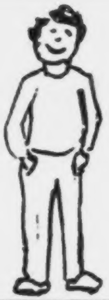
PROCEDURE

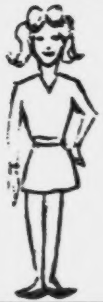
1. Teacher has student name cards arranged on table/desk. Student selects his or her card and says: "This is my name."
2. Teacher asks: "Who are you?"
   Student responds: "I am ______."
3. Teacher shows picture of girl/boy and asks: "Is this a boy or a girl?"
   Teacher models response: "This is a (girl/boy)."
4. Teacher asks each student: "Are you a boy or a girl?" Students respond.
5. Students are given Student Worksheet I-4. They will match their first name from the name card with their names on the "This Is My Family" (Activity I-2) worksheet.
6. Students will complete worksheet by tracing the word "I" and circling the appropriate stick figure after teacher gives oral cue.

Student Worksheet I-4

1. I am ______________________________.

2. I am a



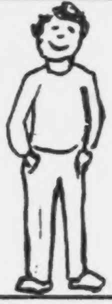


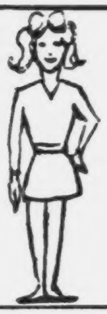
______________________________.

____

1. My name is ______________________________.

2. I am a





______________________________.

ACTIVITY I-5

Cognitive Skill: Self-identification in relation to family and home

Linguistic Item: This is my house.

Concept: Self, family members, house

Materials:

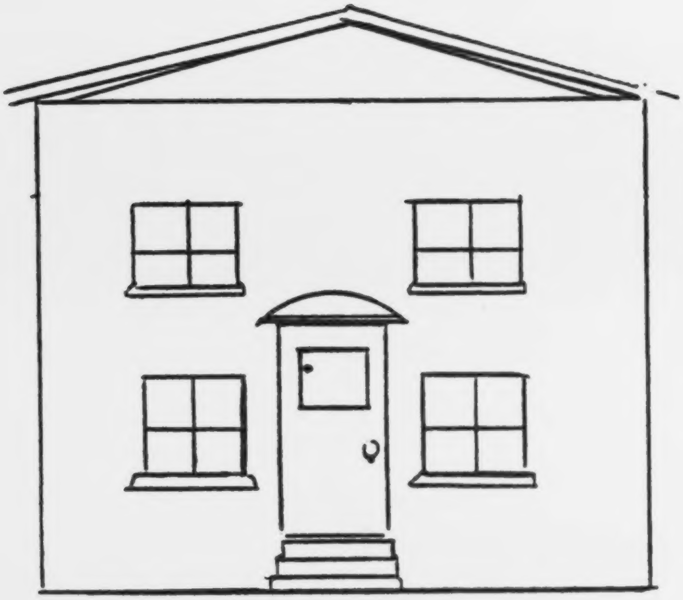
. Student Worksheet I-5: a house for each student on 8 1/2-by-11 oaktag paper

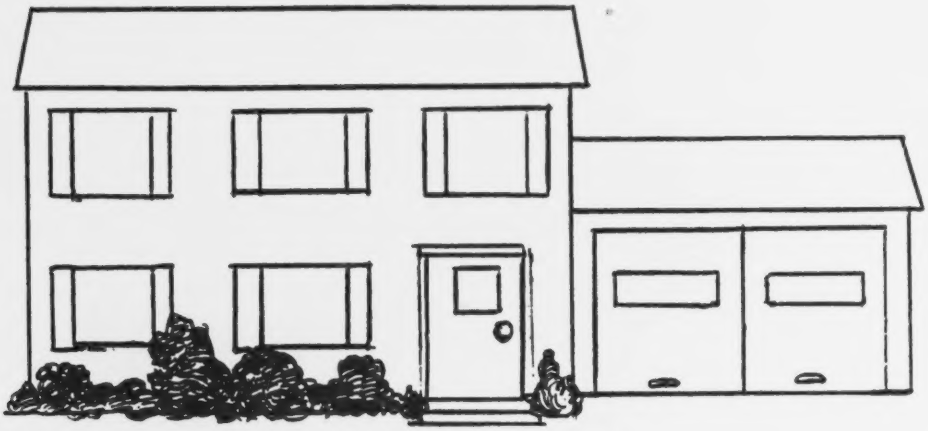
PROCEDURES

1. Students are given Student Worksheet I-5.
2. Students write their names on houses if they are able.
3. Students "decorate" houses. While students are doing this, teacher circulates and writes child's house number above/on door; teacher checks to see if any student knows his or her address (addresses are taught in Goal II).
4. If possible, the houses are added to the "I am special, I am me" display.
5. Teacher asks students to identify their houses and elicits: "This is my house. This is my address."
6. Students' worksheets may be part of the on-going display for this goal.

Student Worksheet I-5

I am ______________________________.





ACTIVITY I-6

Cognitive Skill: Self-identification in relation to family

Linguistic Item: Writing a rebus cloze story

Concept: Self; family members

Materials:

- "I" stick figure card
- students' houses
- Student Worksheet I-6

PROCEDURES

1. Teacher displays large "I" stick figure card to review "I am (name). I am a (boy/girl)." Teacher orally reviews structures with students:

   "My name is _______. I am a ________. This is my house. This is my (mother). This is my (father)."

2. Teacher distributes Student Worksheet I-6 and goes over lines orally with students.

3. Teacher now distributes pencils. Students fill in each line as teacher writes them on chalkboard.

4. If possible, add this worksheet to the "I am special, I am me" display.

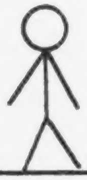
NOTE: If applicable, students may add: "I am (Cuban). I speak (Spanish). This is the (flag) of (Cuba)." (Written by teacher or student.)

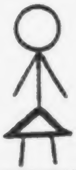
Student Worksheet I-6

I am ______________________________

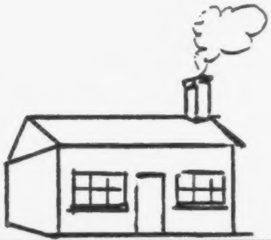
1. My name is ______________________

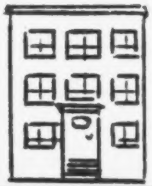
2. I am a ______________________

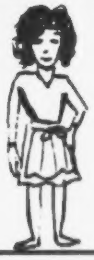


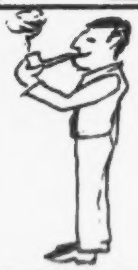


3. This is my ______________________

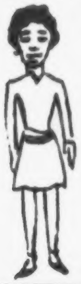


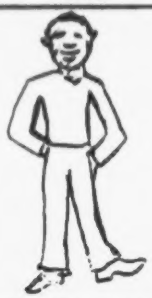






4. This is my ______________________





5 This is my ______________________

ACTIVITY I-7

Cognitive Skill: Self-identification in relation to family and friends

Linguistic Item: You are a (boy/girl/child/teacher/mother/woman).

Concept: Woman; child; teacher; sister; brother; friend

Materials:

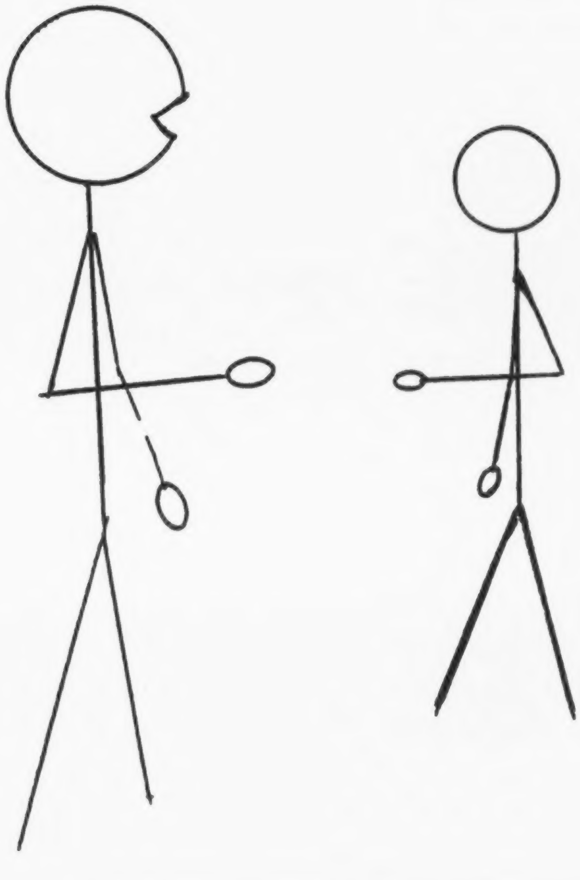
- large card with "you" stick figure
- Student Worksheet I-7
- large card with "I" stick figure

PROCEDURES

1. Teacher covers face with hands and sings "Who Am I?" to the tune of "Frere Jacques."
2. Teacher chooses ablest student to respond: "You are a teacher."
3. Entire class responds: "You are a teacher."
4. Teacher continues same procedure to elicit: "You are a (mother/woman)."
5. Teacher asks question: "Who am I?" again. Teacher models answer by singing: "You are a teacher " to the tune of "Frere Jacques."
6. Teacher assists students to sing: "You are a teacher."
7. Teacher shows students stick figure card and explains that this represents "you." Teacher contrasts with "I" stick figure card.
8. Teacher covers eyes and sings, to the tune of "Frere Jacques," "Who am I?" and elicits the same from individual students.
9. Students respond by miming stick figure on "you" card and singing to another child: "You are a boy(girl/sister/brother/friend/child, etc.)."
10. Students complete Worksheet I-7, emphasizing new word "you."

Student Worksheet I-7

I am ______________.



You you

ACTIVITY I-8

Cognitive Skill: Self-identification in relation to family, friends, school

Linguistic Items: To be, present tense, affirmative form; pronouns she, he

Concepts: Boy, girl, woman, man

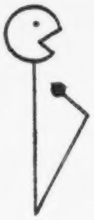
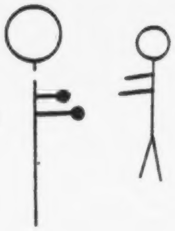
Materials:

- picture of a family
- worksheet of student's family
- stick figure cards "she," "he," "I," "you"
- large pictures of boy and girl
- Student Worksheet I-8

PROCEDURES

1. Use "I" and "you" stick figure cards to review "I am" and "You are."

NOTE: Make sure students understand the meaning of the drawn figures -

i.e.,  meaning "I," and  meaning "you" for the benefit of those students who are unable to read the words "I" and You at this point.

2. Teacher places "I" and "you" stick figure cards on ledge of chalkboard.

3. Review: Teacher: "My name is _______. What is your name?"
   Student: "My name is _______."
   Teacher: "I am _______. Who are you?"
   Student: "I am _______.
   Teacher (covers eyes): "Who am I?"
   Student: "You are a _______."
   First student: "Who am I?"
   Second student: "You are a _______."

4. Teacher displays large picture or photograph of boy and models: "He is a boy." Class repeats several times.

5. Repeat same procedure with picture of the girl. Teacher models: "She is a girl." Class repeats several times.

6. Have all boys stand under the picture of a boy and girls under the picture of a girl as the class says: "He is (name). He is a boy. She is (name). She is a girl."

7. Teacher also asks: "Is (he/she) a boy or a girl?"

8. Teacher takes the stick figure cards "he" and "she" and places them under pictures of boy and girl. Students again say "He is a boy. She is a girl."

9. Teacher takes the stick figure cards of "he" and "she" and models, touching a boy: "He is a boy." Teacher does the same with "she."

10. Teacher modifies the above procedure: class responds as one student points to another and holds up the appropriate stick figure card and says: "He is a boy," or "She is a girl."

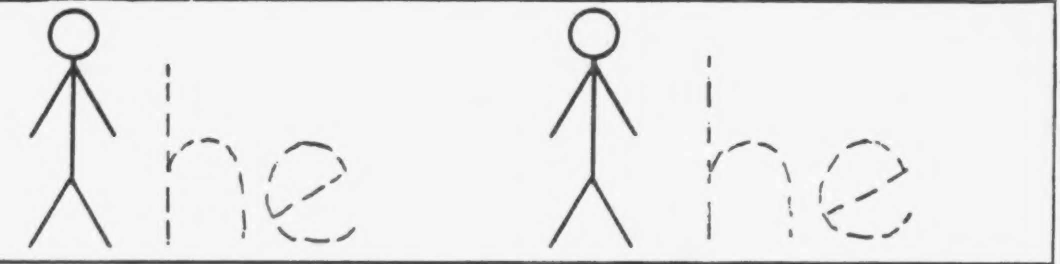
11. Students will refer to Worksheet I-8. Point to "mother" and say: "She is my mother. She is a woman." Point to "father" and say "He is my father. He is a man." Point to brother/sister, etc.

12. Students complete Worksheet I-8.

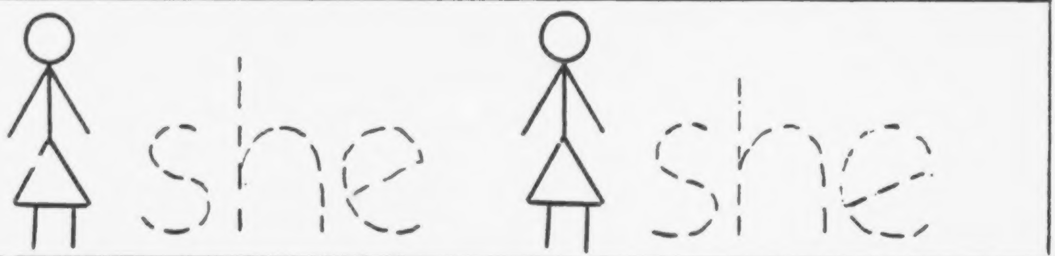
Student Worksheet I-8

I am ____________________________.

1.



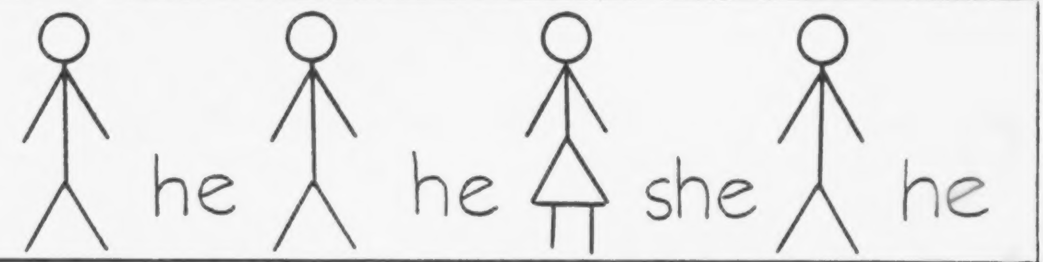
2.



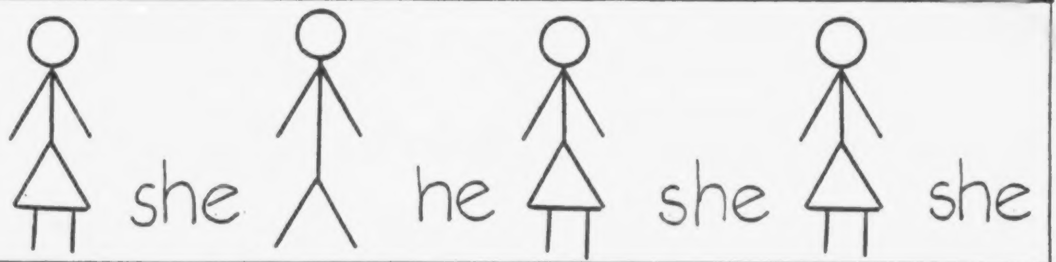
Circle the one that is different.

models: He is a
She is a

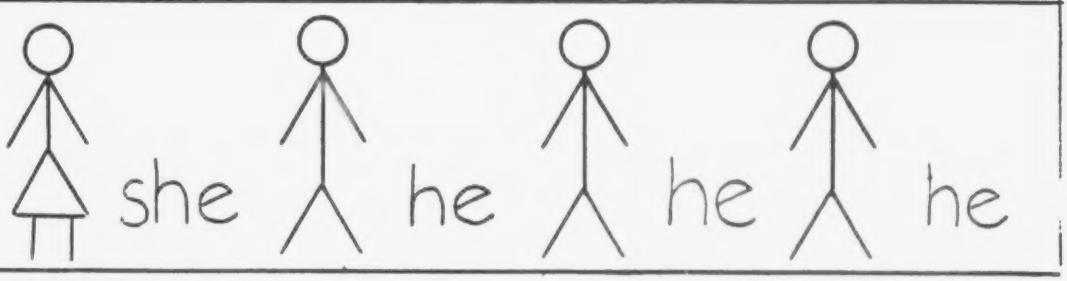
3.



4.


she
he
she
she

5.



ACTIVITY I-9

Cognitive Skill: Self-identification in relation to extended family

Linguistic Item: He/She is

Concept: Aunt; uncle; grandmother; grandfather; cousin

Materials:

- large stick figure cards of "he" and "she"
- pictures of cartoon figures from Sunday newspapers or pictures of famous people familiar to children
- students' family pictures
- Student Worksheet I-2 and Student Worksheet I-9

PROCEDURES

1. Display and review "he"/"she" stick figure cards.

2. Use students' own family pictures to review "He/She is my mother (father, grandmother, aunt*, uncle*, etc.)."

3. Students trace the pronouns and circle appropriate figures on Worksheet I-4. Use cartoon characters/famous people to elicit a) "(He/She) is a (boy/girl)." b) "Superman is a man." c) "My mother is a woman." She is a woman." "My father is a man. He is a man."

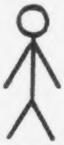
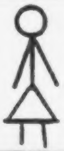
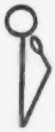
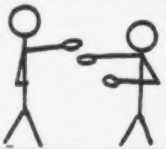
4. Do Student Worksheet I-9. Students trace over the words and link the pictures of he/she/I/you with the words "he"/"she"/"I"/"you."

*NOTE: If at this point children refer to "She is a aunt" or "He is a uncle," vigorously shake head or make some negative action and pattern the correct "He is AN uncle." "She is AN aunt." (If child patterns incorrectly, use body language -- shaking of head, clapping of hands, "uh, uh" -- until child understands that these two words are exceptions. Make no formal explanation at this time, as this skill will appear in Goal VI.

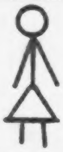
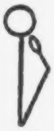
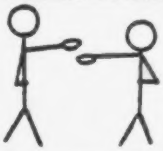
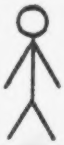
Student Worksheet I-9

I am ______________________________.

1. I

2. he

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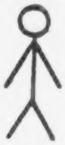
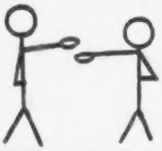
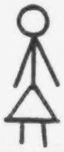
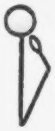

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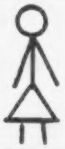
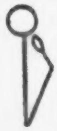
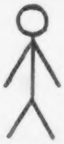
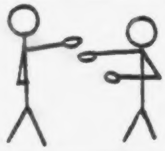

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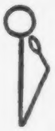
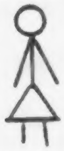
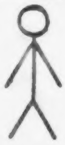
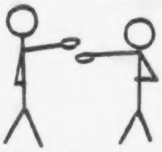

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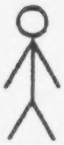
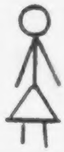
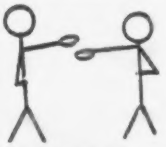
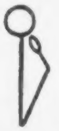

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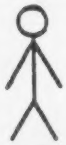
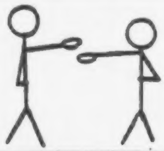
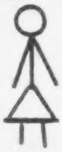
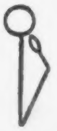

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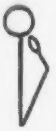
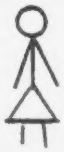
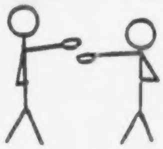
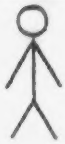





ACTIVITY I-10

Cognitive Skill:	**Self-identification in relation to groups**
Linguistic Item:	**Review He/She is; writing sentences using pronoun cards for a cloze exercise**
Concept:	**Family; self**

Materials:

- "he" and "she" stick figure cards
- cartoon characters' pictures from Activity I-9
- for each child, teacher prepares a set of 3-by-5 cards (See Teacher Resource I-10-Cards.)
- a large envelope for each child
- Student Worksheet I-10

PROCEDURES

1. Tape "he" and "she" stick figure cards on two separate boxes. Write "he" and "she" on the outside of box.

2. Assemble cartoon character pictures and puppets/dolls on a table.

3. Allow children to place female puppets/dolls in box labelled "she," while teacher asks: "Is she a boy or a girl?" and student responds: "She is a girl."

4. Repeat above with male puppets/dolls, etc.

5. Substituting students' names, write on chalkboard:

   Mary is a __________. She is a __________.

   Paul is a __________. He is a __________.

6. Have all students take turns reading at chalkboard. Emphasize new words "is" and "a."

7. Distribute envelopes with 3-by-5 cards. Instruct students to spread all cards on their desks. Have them find the "he" card and ask them where they see that word in classroom - on the boxes they have just used and on stick figure cards displayed. Repeat with "she."

8. Ask students to look at board and then to find "is" card; have students hold up "is" card.

9. Repeat with "a" card and period card. Keep emphasizing that "a" is pronounced "uh" rather than "ey."

10. Teacher tapes to board (or places in pocket chart) cards showing sentence "He is a _______."

11. Teacher says: "'He is a boy' is a sentence." Teacher points to chalkboard (or pocket chart) and repeats "'He is a boy' is a sentence. We are going to make sentences."

12. Have one or two children make the same sentence at the pocket chart with their cards.

13. Using puppets/dolls and word cards, teacher assists each child to make his or her own sentences at seat, such as: "He is a boy." Keep pointing out need for capital letter at beginning of sentence.

14. After student makes a sentence, teacher asks a question, such as: "Is he a boy?" Student responds: "He is a boy."

15. Repeat steps 11-14, substituting "She": "She is a girl."

16. Emphasize that a capital letter begins a sentence and a period ends it.

17. Do Student Worksheet I-10.

Teacher Resource I-10-Cards

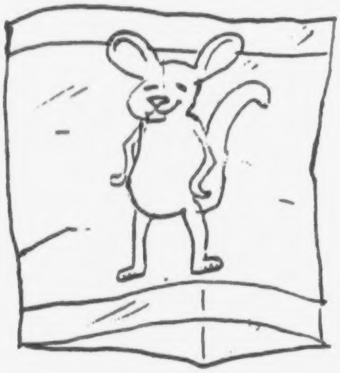
Front of 3-by-5 card:

he (blue)	she (blue)	is (red)	a (black)	.

Back of 3-by-5 card:

He	She	Is	an	.

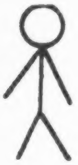
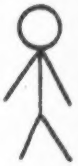
Assemble as many dolls and puppets as possible, or make hand puppets either by taping a cartoon character inside a plastic lunch bag or by attaching the picture to the outside of a lunch bag. These bags may then be used as hand puppets by children.

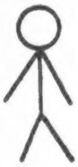
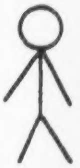


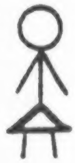
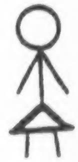
Student Worksheet I-10

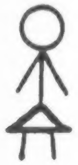
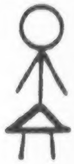
Note: Use names of children in the group.

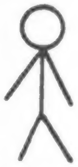
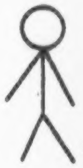
I am ______________________________.

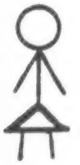
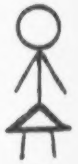
1. Juan is a . He is a .

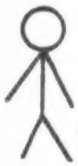
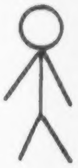
2. Sun Lee is a . ____He____ is a .

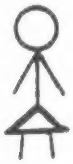
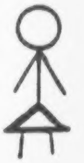
3. Alicia is a . She is a .

4. Rosa is a . ________ is a .

5. Paolo is a . __________ is a .

6. Beatrice is a . __________ is a .

7. Louis is a . __________ is a .

8. Lizette is a . __________ is a .

ACTIVITY I-11

Cognitive Skill: Self-identification

Linguistic Item: He/She is

Concept: Written language; capital (upper case) letter; small (lower case) letter; period

Materials:

- stick figure cards "he" and "she"
- large card for "is," "a," and period (.)
- students' sentence envelopes
- puppets/dolls, etc.
- Student Worksheet I-11

PROCEDURES

1. Use puppets/dolls to review "(He/She) is a ________" sentences.

2. Use large cards to review at chalkboard or pocket chart.

3. Emphasize use of capital letters by making some sentences with small letters at the beginning of the sentence. Elicit rule by asking: "What kind of a letter do we use at the beginning of a sentence?" "What kind of a mark do we use at the end of a sentence?"

4. Using cards from their sentence envelopes plus puppets/dolls, students make sentences at their seats, such as: "(He/She) is a (boy/girl)."

5. Teacher goes to each student and asks a question for which the child's sentence is the answer, such as: "Is he a boy?" Each time the teacher will elicit the rule for capitals and periods.

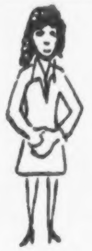
6. Play "Seat Game." a) After all the sentences are completed and checked by the teacher, have students take sentences apart and leave pieces and puppets/dolls on desk. b) The children are then requested to stand behind their chairs and move over one seat. c) This procedure is repeated with students moving until all students return to their own seats.

7. Do Student Worksheet I-11.

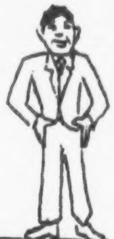
Student Worksheet I-11

I am ____________________________________.

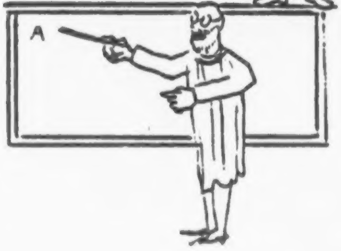
1. ________________ is a



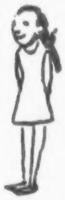
2. ________________ is a



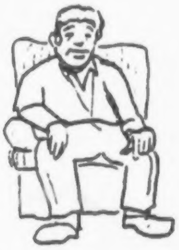
3. ________________ is a



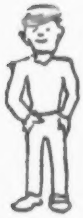
4. ________________ is a



5. ________________ is a



6. ________________ is a



ACTIVITY I-12

Cognitive Skill: Self-identification in relation to groups

Linguistic Item: You are a ________. **Review:** He/She is

Concept: Classmates

Materials:

- large stick figure cards for "you," "he," and "she"
- large word cards for "is," "a," period (.), "are"
- students' sentence envelopes
- 3-by-5 cards showing "You are" for each student
- puppets/dolls

PROCEDURES

1. Teacher shows puppet. Cover puppet's eyes with hands and ask: "Am I a _______?"

   Students respond by pointing and saying: "You are a baby (boy/girl, etc.)."

2. Teacher repeats several times with different puppets. Students may also sing response to tune of "Frere Jacques" as in Activity I-7.

3. Teacher uses large cards and puppets to make sentence at chalkboard or pocket chart: "You are a (use puppets)." Teacher stresses new word "are."

4. Each student reads sentence at chalkboard. Teacher asks each student to point to and spell new word "are."

5. Teacher gives each student new word card "You are" and a puppet/doll.

6. Teacher instructs students to make a sentence with puppets at seats; e.g., "You are a (use puppet)."

7. Teacher points to puppet/doll on desk and asks: "Am I a ________?" Student points to sentence, responding: "You are a ________."

8. Teacher assists students with capital letters and periods, eliciting rules as he or she corrects sentences.

9. Students play "Seat Game" as in Activity I-11 until they return to their seats.

10. Teacher holds up puppet and sings "Is he a boy?" to tune of "Frere Jacques." (See same procedure in Activity I-7.)

11. Students respond by singing: "He is a boy. He is a boy. Yes, he is. Yes, he is. He is a boy. Yes, he is." Repeat with: "Is she a girl?"

12. Teacher uses same procedure as he or she points to students and asks: "Are you a (boy/girl)?" The class chants: "You are a (boy/girl). Yes, you are." Repeat with a group of students to elicit plural form of "you."

ACTIVITY I-13

Cognitive Skill: Self-identification

Linguistic Item: Introduction of the interrogative form of to be:
Is he a ______? Is she a ______? Are you a ______?

Concept: Questions; written language; question mark

Materials:

- students' sentence envelopes
- large card with question mark drawn on it
- picture of cartoon characters from Activity I-9
- marker to draw question mark on back of students' period card

PROCEDURES:

1. Using cartoon characters, teacher quickly reviews:

   "He is Charlie Brown. She is Wonder Woman. He is Superman."

2. Teacher instructs students to cover their eyes while one student selects one of the cartoon characters and hides it in a bag or box.

3. Teacher tells students that if they want to know about "who" is in the bag, they must ask questions. Say: "We ask questions to find something out."

4. Teacher selects ablest student and leads him or her to ask: "Is he a (boy/man)? Is she a (girl/woman)?" and any other questions which lead to answer. When student guesses correctly, teacher points out that "(Student's name) asked me questions to find out 'who' was in the bag. We ask questions to find something out."

5. Repeat #4, hiding other pictures in bag. Give all students a turn. Assist students to use question form.

6. Teacher places all pictures on chalkboard ledge and models with correct inflection: "Is (he/she) a ______? Are you a ______?"

7. Teacher asks students to repeat, assisting them with proper inflection.

8. Teacher uses large cards at chalkboard/pocket chart to show written question "Is he a ______?" and to introduce question mark.

9. Teacher emphasizes that the question mark must be used when we ask questions.

10. Teacher draws a question mark on back of students' period cards.

11. Teacher models questions: "Is (he/she) a ________?" and "Are you a _____?", emphasizing rising intonation at end of question. While he or she does this, he or she holds question mark side of card up high.

12. Teacher models answer, emphasizing inflection at end of statement sentence. While he or she does this, he or she holds period side of card level or lower.

13. Repeat several times until students are aware of difference in inflection and are used to the question mark.

ACTIVITY I-14

Cognitive Skill: Self-identification in relation to groups

Linguistic Item: Interrogative forms: Is he/she? Are you?

Concept: Review of family members; written language: word order

Materials:

- students' sentence envelopes
- large word card pictures
- pictures of family
- Student Worksheet I-14

PROCEDURES

1. Teacher tells class that he or she is a little sleepy today and has to ask the students some questions to help him or her remember. Teacher asks such questions as:
   "Am I a teacher or a baby?"
   "Are you José or Mary?"
   "Is he a brother or a sister?"
   "Is she a father or a mother?"
   "Is the principal, (name), a man or a woman?"

2. After students respond, teacher asks them: "What did I ask you to help me remember?" Students respond: "Questions."

3. Teacher demonstrates inflection at end of question by raising his or her voice and holding question mark card up high.

4. Teacher does same with a statement, using period card.

5. Teacher uses large cards to make sentences at board/pocket chart; e.g., "You are a teacher." Teacher demonstrates how to make the sentence into a question by switching the first two words and changing the period to a question mark. Repeat several times with the aid of students.

6. Teacher instructs students to make a sentence with their individual cards and pictures; e.g., "She is a ______." Then teacher asks how the students could make this a question. (By changing the first two cards and adding the question mark.)

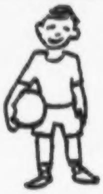
7. Teacher circulates and assists students to read their questions.

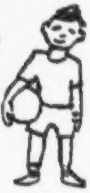
8. Repeat #6. Allow students to "write" sentences with their names - e.g., "Mayita is a girl." - which they convert to "Is Mayita a girl?"

9. Do Student Worksheet I-14.

Student Worksheet I-14

I am ______________________.

1. He is a  .

______ he a  ?

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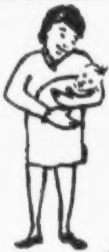
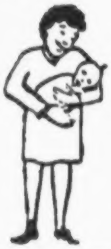
2. She is a 

______ she a  ?

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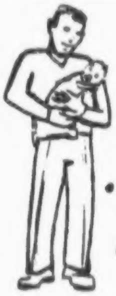
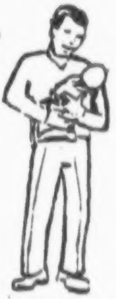
3. He is a  .

______ ______ a  ?

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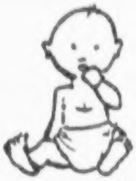
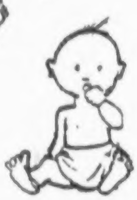
4. She is a  .

______ ______ a  ?

ACTIVITY I-15

Cognitive Skill: Identification - labeling

Linguistic Item: It is. Is it?

Concept: School and classroom items; rooms of the house

Materials:

- Large card representing "it"
- picture cards of classroom/school items
- Student Worksheet I-15

PROCEDURES

1. Place school objects and pictures of school objects on a table.

2. Teacher shows a crayon or other object and looks at it with puzzlement and says, in a questioning voice: "She is a crayon?" or "He is a book?" or "You are a chair?"

3. Students point out teacher's error. Teacher or student introduces new form, "It is a _____."

4. Teacher introduces large card representing "it" and assists students in reading it. (Do not show written form of "is" today.)

5. Place the large card at the chalkboard with pictures of various items of school, places, etc. Model: "It is a book (crayon, chalkboard, desk, pencil, pen, flag, office, hallway, map, chair, table, library, lunchroom, house, living room, bedroom, kitchen, etc.)."

NOTE: Only use the affirmative form today, because this is a difficult structure for many students.

7. Continue until the students are familiar with the new structure, the vocabulary and the written form of "it."

8. Complete Student Worksheet I-15.

Student Worksheet I-15

I am ______________________.

it

It

ACTIVITY I-16

Cognitive Skill: Identification - objects

Linguistic Item: It is a _______. Is it a _______?

Concept: School and classroom items; rooms of the house

Materials:

. object pictures from Activity I-15
. large cards representing "it"
. "The Guessing Game" (See Teacher Resource I-16-Game)
. 3-by-5 cards with "It" written on front and "it" on back of each card for each student
. Student Worksheet I-16

PROCEDURES

1. Orally review with objects or pictures: "It is a _______."

2. Use large cards at board/pocket chart to illustrate "It is a _______." Assist students to read sentences.

3. Give students new 3-by-5 card representing "it." Ask them to read new word, emphasizing final -t sound in "it."

4. Place all object pictures in a box or bag with the words "it/It" on it. Ask two students to come to box. Student 1 selects picture but doesn't show what it is.
   Student 2: "What is it?"
   Student 1: "Ask me another question."
   Student 2: "Is it a _______ or a _______?"
   Student 1: "Yes(No)."
   Student 2: (If answer is no.) "Is it a _______ or _______?" etc.
   Continue until Student 2 guesses the object.

5. Give all students a turn. Replace all pictures in box.

6. Allow students to select one picture from box and instruct them to make a sentence with their individual cards at seats; e.g., "It is a picture."

7. Direct students to make these sentences into questions.

8. Direct students to stand behind their chairs. Students will move one desk to their right/left and answer the question they find on the desk by switching first two cards and changing punctuation.

9. Students alternate making questions or statements until they return to their seats.

10. To cement the difficult "Is it" form, students play "The Guessing Game."

11. Complete Student Worksheet I-16.

Teacher Resource I-16-Game

The Guessing Game

NOTE: This game may be used to review any known vocabulary. The structure may later be changed from "Is it a _____?" to "What is (this/that)?"

a. Prepare five or six sheets. On each sheet draw six boxes. In each box draw a picture to illustrate the vocabulary item you wish to teach; for example, a pencil, book, or leaf. Use these same vocabulary items on the six sheets, but change the order. If you are teaching holiday vocabulary - i.e., "Halloween" - you may use commercial stickers which usually come in pad form. Paste one sticker in each box.

b. Prepare one top sheet. On this sheet also draw six boxes. Cut around outline of boxes on all sides EXCEPT the top. After you have done this, you will have six flaps. (use oaktag for this.)

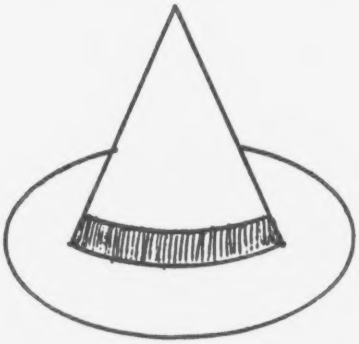
c. Place the oaktag sheet over the picture sheet. Children will be informed of the six vocabulary items that are covered by the flaps. They are to guess, "Is it a _______?" Child responds: "It is a _____." If they guess correctly, they get another turn. Each time they guess correctly, you may give a point or a prize, such as allowing them to be the "teacher."

Teacher Resource I-16-Game

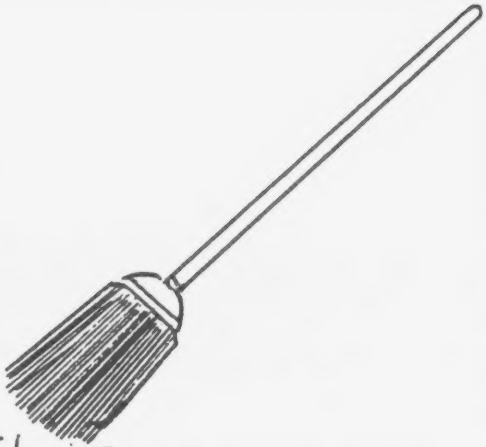
Is it a ____? 1	Is it a ____? 2
Is it a ____? 3	Is it a ____? 4
Is it a ____? 5	Is it a ____? 6

TR I-16 (p. 1–top sheet)

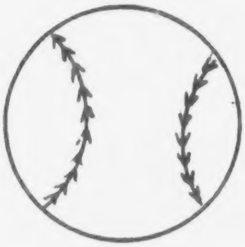
Teacher Resource I-16-Game



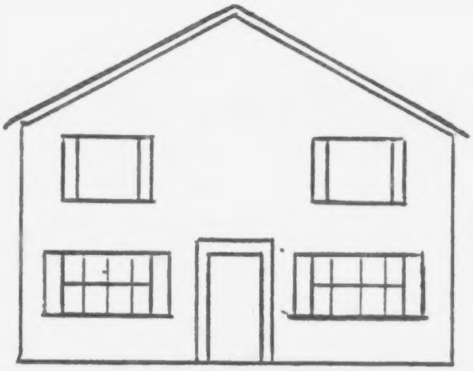
It is a ______.



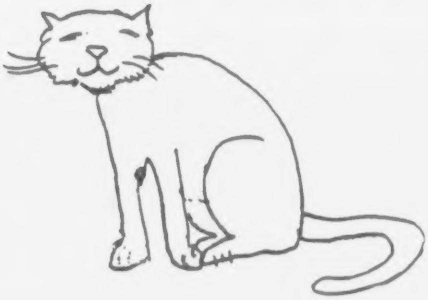
It is a ______.



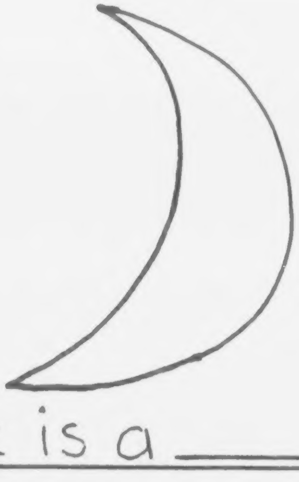
It is a ______.



It is a ______



It is a ______.

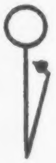
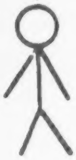
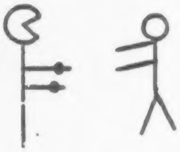
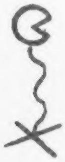
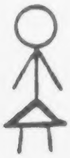


It is a ______.

Student Worksheet I-16

I am ______________________________.

Write in correct answer to match picture.

1. 	
2. 	
3. 	
4. 	
5. 	

he I she you it

ACTIVITY I-17

Cognitive Skill: Self-identification in relation to and of groups

Linguistic Items We are ________. Are we ________?

Concept: Plural, more than one

Materials:

- large cards representing "we" and "s"
- 3-by-5 cards with "we" written on both front and back
- students' sentence envelopes
- 3-by-5 cards with "s" written on each
- puppets/dolls
- pictures of boys and girls
- paper to make "we" dolls
- Student Worksheet I-17

PROCEDURE

1. Students and teacher stand in a circle holding hands.

2. Teacher says or sings (tune of "Freres Jacques"):
   "Are we friends? Are we friends? Yes, we are. Yes, we are. We are friends We are friends. (etc.)"

   Whenever teacher says "we," students and teacher raise up arms.

3. Teacher points out that when we do things together, we can hold hands and say "we."

4. Teacher says or sings: "Are we people?" as in #2.

5. Teacher places all boys in one circle, all girls in another.

6. Students sing: "Are we boys(girls/sisters/brothers)?" while holding hands and raising arms on word "we."

7. Teacher introduces new word "we" with large word card at board/pocket chart.

8. Teacher makes sentences such as: "We are (girls)."

9. Teacher points out that "we" is a plural word - plural means more than one - and that we use "s" at the end of words to show more than one.

10. Teacher assists students to make various sentences with large cards at board/pocket chart, pointing out that we don't use "We are a boys" because "a" signifies "one" and we are dealing with plurals.

11. Distribute "s" and "we" 3-by-5 cards and puppets/dolls/stick figures.

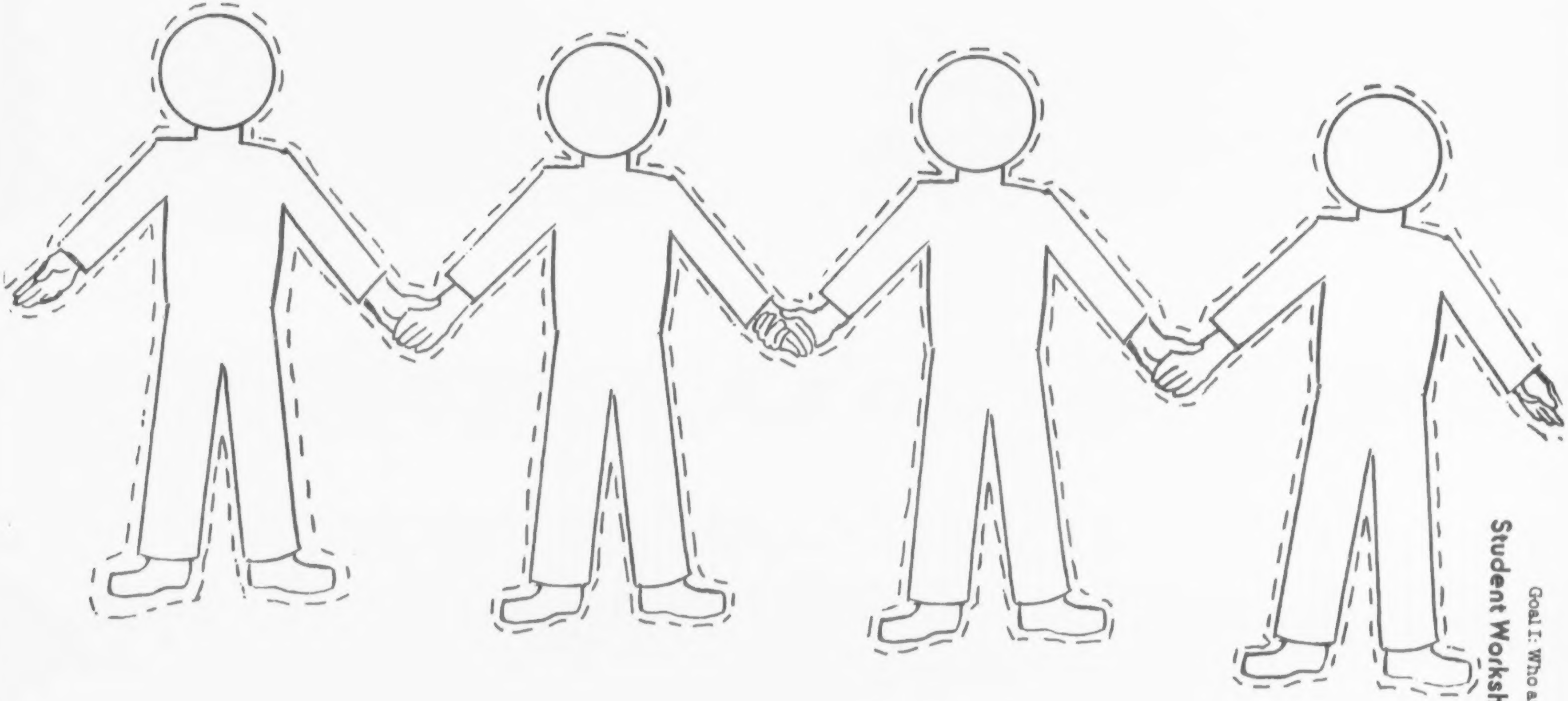
12. Assist students to make sentences with 3-by-5 cards from their sentence envelopes, such as: "We are ______s."

    Make sure puppets/dolls are "joining hands."

13. Follow same procedure to make questions.

14. Cut out "we" dolls from Student Worksheet I-17. Color, decorate and display them.

Student Worksheet I-17



ACTIVITY I-18

Cognitive Skill: Identification: self in relation to groups

Linguistic Items: Plurals: some irregular plurals - men, women, people, child; review: We are ______. Are we ______?; introduce: You (pl) are ______. Are you ______? They are ______. Are they ______?

Concept: More than one; family; friends

Materials:

. large cards with pronouns in pictures and words (See Teacher Resource I-1.)
. 3-by-5 cards with "you" printed on both front and back
. Student Worksheet I-18

PROCEDURES

1. Students stand in a circle while teacher holds up "I," "you," "he," "she," and "it" cards; teacher cues students to sing to tune of "Frere Jacques": "Am I a boy? Am I a boy? Yes, I am" etc.

2. Repeat with "we," emphasizing number of people on large card indicates plural (more than one). Elicit meaning of plural (more than one).

3. To tune of "Frere Jacques,": students sing "Are we boys(girls/friends)?"

4. Teacher introduces/explains "you" plural. Students sing.

5. Teacher introduces/explains "they." Students sing: "Are they boys(girls/etc.)?"

6. Teacher distributes students' "This Is My Family" Student Worksheet I-2. While pointing to card, individual students sing to class, "They are my brothers(sisters/cousins/grandparents/parents)."

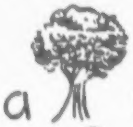
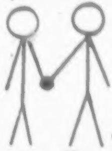
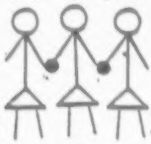
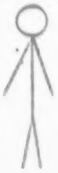
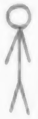
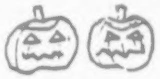
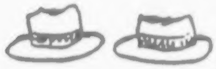
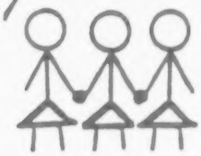
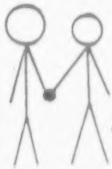
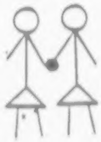
7. Introduce irregular plural forms of man, woman, child, people. Emphasize that these words are different and do not have "s" on the end.

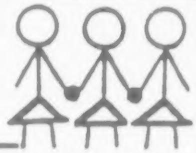
NOTE: Use any irregular plurals that you feel are necessary to proceed.

8. Have students do Student Worksheet I-18.

Student Worksheet I-18

I am ______________________________.

1. Is he ☺ or ☹ ?
2. Is she ☺ or ☹ ?
3. Is it a  or a ?
4. Are the s ☺ or ☹ ?
5. Are the s ☺ or ☹ ?
6. Are you  or  ?
7. Are they  s ?
8. Are they s ?
9. Are we  s ?
10. Are we s or s?

1. He is ________ .
2. ______ is ________ .
3. It is a ______ .
4. They are ______ .
5. ______ are ______ .
6. I am ______ .
7. ______ are ______ s.
8. ______ are ______ s.
9. We _____  s.
10. ______ ______ ______ s.

ACTIVITY I-19

Cognitive Skill: Identification — labeling

Linguistic Item: Review: present tense, affirmative and interrogative forms, of to be; review: They are ______. Are they ______?

Concept: Plural, more than one; classroom objects; holiday-related vocabulary (See Teacher Resource I-16–Game.)

Materials:

- "Guessing Game" (Replace original bottom sheet with plural items, as shown on Teacher Resource I-19. Emphasize use of "s" on plurals.)
- beanbag

PROCEDURES

1. Teacher uses beanbag to quickly review "to be;" e.g., Ask: "Is your mother a woman?" Teacher throws beanbag to student. Student: "Yes, she is a woman." Student throws beanbag to teacher. Accept only full answers. Ask questions and throw beanbag to student until he or she answers correctly. If student does not answer correctly after a number of tries, throw beanbag to another student to model correct answer. Throw beanbag back and forth quickly to maintain high interest. Repeat the procedure with the other questions, such as:
   Teacher: "They are boys." "Make it a question."
   Student: "Are they boys?"

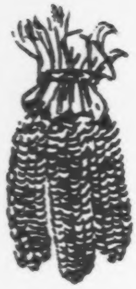
2. Children play game using "Are they ______?" "They are ______" forms.

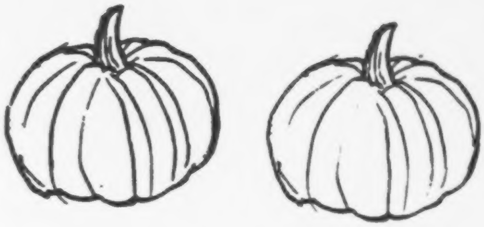
3. If time permits, play "The Guessing Game," using the original "Is it ______?" "It is ______" forms.

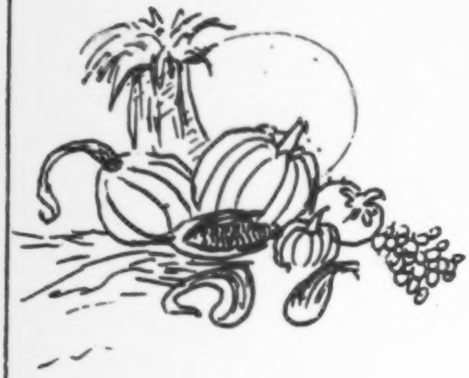
Teacher Resource I-19-Game

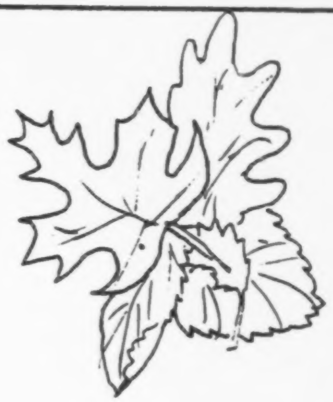
Are they ________?	Are they ________?
Are they ________?	Are they ________?
Are they ________?	Are they ________?

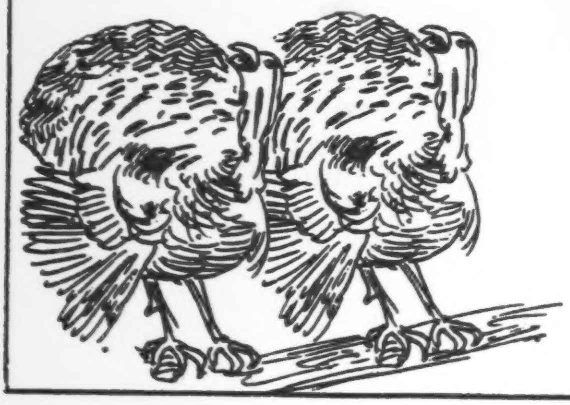
Teacher Resource I-19-Game

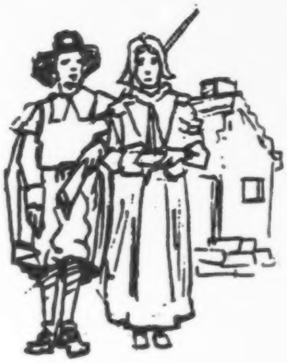












TR I-19 (p. 2–bottom sheet)

ACTIVITY I-20

Cognitive Skill: Self-identification

Linguistic Items: Review of *to be* and irregular plurals

Concepts: Family; social groups

Materials:

- students' sentence envelopes
- "Spin a Sentence" Game (See Teacher Resource I-20-Game.)
- pictures of boys/girls/objects

PROCEDURES

1. Students, working in pairs, use sentence envelopes with pictures they choose. They take turns asking and answering questions at their seats in order to identify items.

2. Teacher introduces "Spin a Sentence" Game.

3. As children take turns asking or answering questions, teacher records sentences on experience chart for later reading by students.

NOTE: Teacher should lead students to use sentences containing irregular plurals such as "children," "women," "men," and "people," so that they again see that these words do not have an "s" on the end. Use any other irregular plurals desired.

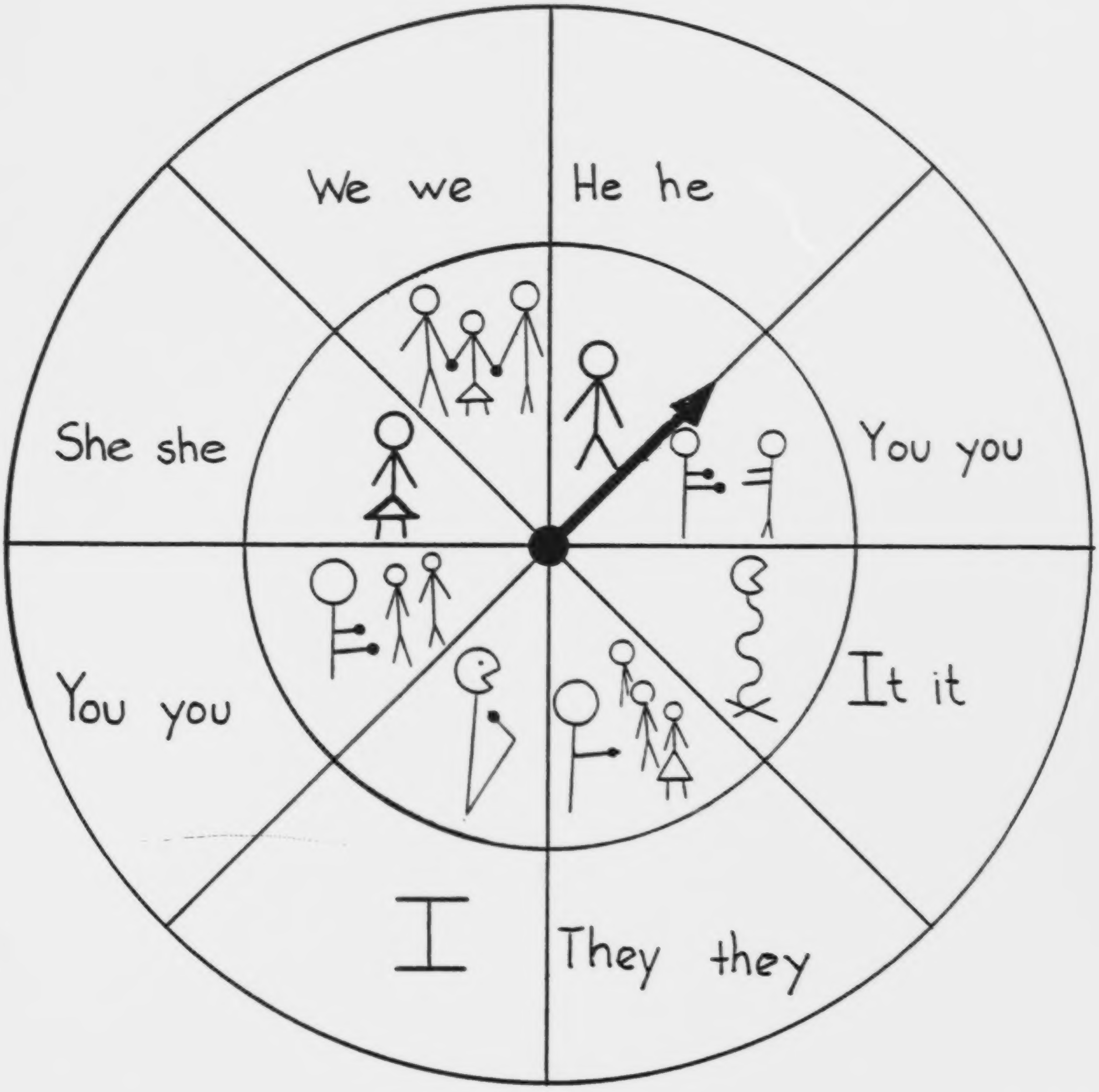
Teacher Resource I-20-Game

Spin A Sentence

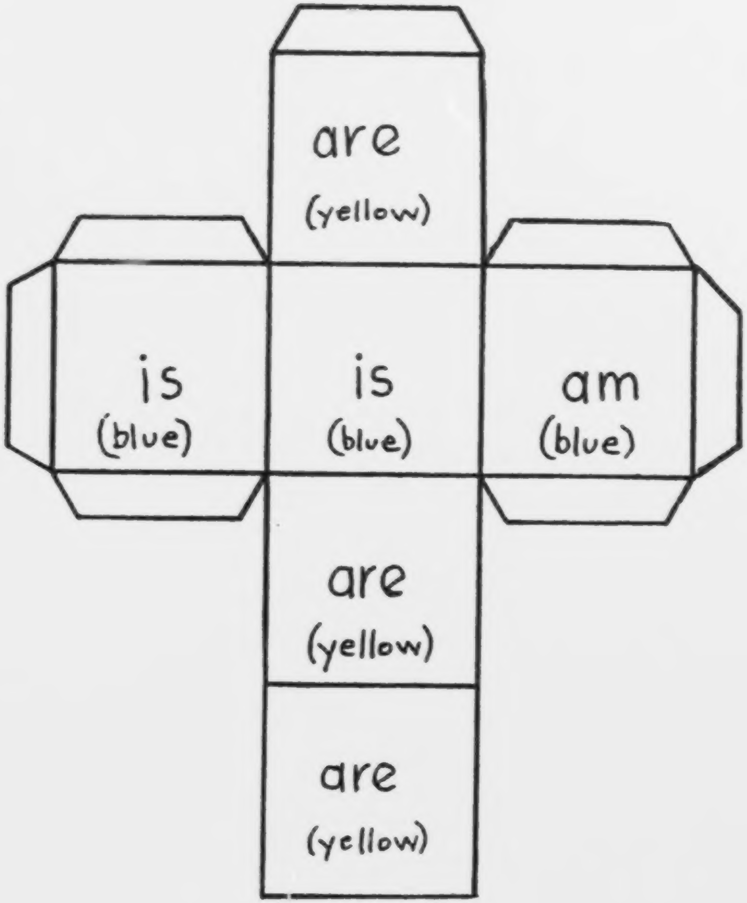
Teacher prepares spinner section and cube (see next pages). For durability, mount spinner section on cardboard and cover with clear contact paper.

Points are awarded for each sentence made by students. Student throws cube and then spins spinner. If the colors match, student gets point. If student can make a correct sentence using pronouns on spinner and verb on cube, he or she gets a second point.

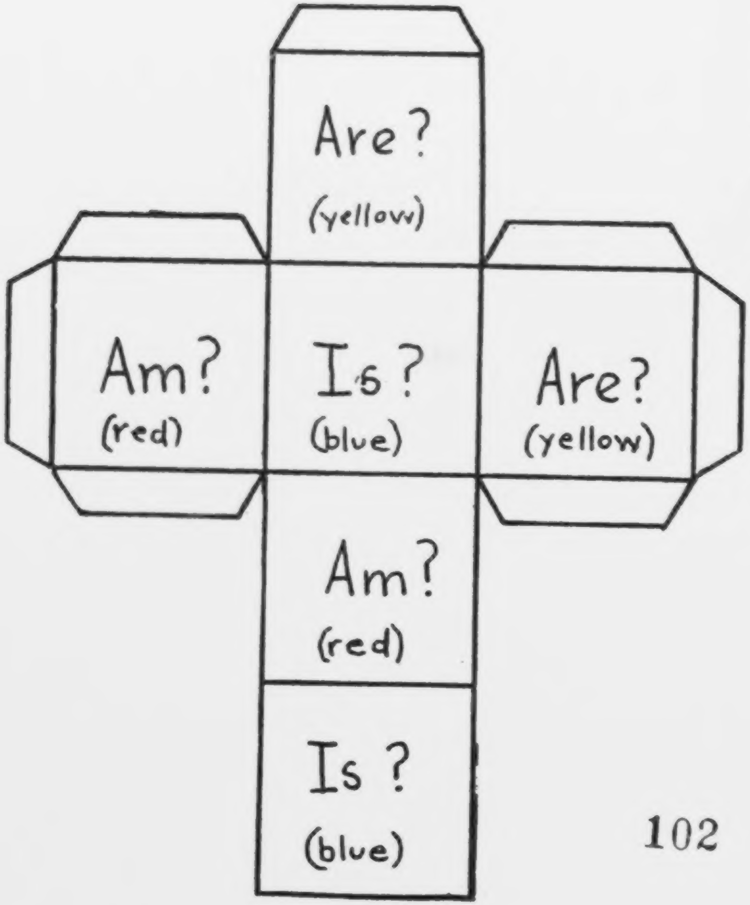
Teacher Resource 1-20-Game


We we
He he
You you
It it
They they
I
You you
She she

Teacher Resource I-20-Game


are
(yellow)
is
(blue)
is
(blue)
am
(blue)
are
(yellow)
are
(yellow)

101


Are?
(yellow)
Am?
(red)
Is?
(blue)
Are?
(yellow)
Am?
(red)
Is?
(blue)

102

ACTIVITY I-21

Cognitive Skill: Identification: self in relation to groups

Linguistic Item: To be, present tense, negative form with not; use of "Am I a ______?" form

Concept: Names of familiar fairy tale characters, sports figures, entertainers

Materials:

- students' "This Is My Family" picture from Activity I-2
- photos of students themselves
- pictures of entertainers/sports figures/fairy tale figures that would be well known to students
- large card with word "not"
- 3-by-5 "not" cards for students
- large card with word "am"
- 3 x 5 "not" cards for students

PROCEDURES

1. Teacher motivates lesson by using above-mentioned pictures to make silly sentences; e.g., When showing picture of Cinderalla, teacher says: "Cinderella is a man." (etc.)

2. Students protest and give answers such as: "No, she is a woman (girl, etc.)."

3. Teacher insists on silly sentence until he or she pretends to finally understand and says: "Oh, Cinderella is NOT a man."

4. Teacher models more silly sentences and allows students to correct him or her, using the "not" form.

5. Following the same procedure, point to picture of the family, select one member and elicit negative responses; e.g.: "My father is not a boy. He is a man."

6. Teacher uses large "I" and "am" cards to make sentence, "I am a (girl)."

NOTE: Since students have been reading "I am" each day on their own name cards and on their rexo worksheets, this form should now constitute a review.

7. Teacher writes: "I am a (boy/girl)."
   Child responds: "No, you are not a (boy/girl). You are a (man/woman)."

9. Use pictures to elicit "not" answers with all present tense forms of "to be."

10. Have students draw a picture of themselves and complete the rebus sentence caption by circling the correct figure and tracing the word "not"; e.g.: "I am a (picture of girl/picture of boy)." "I am not a (picture of girl/picture of boy)."

11. Teacher writes questions and answers on board; e.g.:

    1. "Is (student's name) a (boy)?"
    2. "Are (student's name) and (student's name) (boys/girls)?"

    1. "No, (he/she) is not."
    2. "No, they are not."

12. Do Student Worksheet I-21. Teacher asks following questions. Students answer on individual worksheet. Teacher directs students to check "yes" or "no" and complete the answer.

    1. "Is (student's name) a boy?"
    2. "Is (student's name) a girl?"
    3. "Are we learning English/Spanish?"
    4. "Are you in school?"
    5. "Are (John, Myra, Mary and Alice) at home now?"
    6. "Are you (s) in your living room now?"
    7. "Are all of you in the lunchroom?"
    8. "Is it (day of the week)?"
    9. "Is it (type of weather)?"

Student Worksheet I-21

I am ______________________.

1. Yes, ____ ____.
   No, ____ ____ ____.

2. Yes, ____ ____.
   No, ____ ____ ____.

3. Yes, ____ ____.
   No, ____ ____ ____.

4. Yes, ____ ____.
   No, ____ ____ ____.

5. Yes, ____ ____.
   No, ____ ____ ____.

6. Yes, ____ ____.
   No, ____ ____ ____.

7. Yes ____ ____.
   No, ____ ____ ____.

8. Yes, ____ ____.
   No, ____ ____ ____.

9. Yes, ____ ____.
   No, ____ ____ ____.

ACTIVITY I-22

Cognitive Skill: Self-identification by family and groups

Linguistic Item: Review negative form (not) of to be

Concept: Negation: use of not

Materials:

- "Spin A Sentence" Game with Change Cube (see Activity I-20)
- coin or button with word "yes" pasted on one side and word "no" pasted on the other
- 3-by-5 card with student's name (John said) to be clipped before child's name on experience chart

PROCEDURES

1. Oral review of negative form of "to be" from preceding activity.

2. Review negative form of "to be" to tune of "Frere Jacques":

   a. "Are you a boy (girl)?"
   "No, I am* not."
   b. "Is he a girl?" - "No, he is* not."
   c. "Am I a man(woman)?" - "No, you are* not."
   d. "Are we adults?" - "No, we are* not."
   e. "Are they _______?" - "No, they are* not."
   (Accept contracted form if students give it.)

3. Play "Spin a Sentence" Game, asking questions with addition of yes/no button. Child flips button which says "no" on one side, "yes" on the other. If student flips "no" side, sentence must be answered in the negative form. If "yes" side, answer in affirmative. Child with most sentences wins game.

4. Teacher records answers with child's name on experience chart.

   Example:

John said	I am not a policeman.

ACTIVITY I-23

Cognitive Skill: Identification – labeling

Linguistic Item: Review: It is not

Concept: Negation, use of not

Materials:

. "Guessing Game" (see Activity I-16)

PROCEDURES

1. Refer to "Guessing Game" in Activity I-16 to review "It is" or "Is it a ...?" This same game may be used to review the negative form.

2. Teacher directs students to play "The Guessing Game." For example:

Marcia: "John, is it a (hat)?"
John: "Yes, it is a hat." or "No, it is not a hat."

Students may play this game independently.

NOTE: Because of the difficulty of this structure, continue to guide children in the use of "Is it?" and "It is..."

ACTIVITY I-24

Cognitive Skill: Self-identification: your place in the world

Linguistic Items: This is; review: It is

Concepts: Country; nationality; languages

Materials:

- large world map with students' countries of origin marked on it
- picture/puppet of E.T.

PROCEDURES

1. Point to each student's country and say, for example: "This is Cuba." "It is Cuba."
   Teacher explains and models following:

Teacher:	Student:
"What is this?"	"This is Cuba."
"What is it?"	"It is Cuba."
"Where are you from?"	"I am from Cuba."
"What are you?"	"I am Cuban."
"What language do you speak?"	"I speak Spanish (etc.),"

   until all children can model above sentences.

2. Teacher uses picture/puppet of E.T. to practice above structures through use of following dialogue:

E.T.: "Hello, I am E.T."
Student: "Hello, I am (name)."
E.T.: "I am from Outer Space. "Where are you from?"
Student: "I am from Cuba."
E.T.: "What language do you speak?"
Student: "I speak _______ and ________."
E.T.: "I speak Space Language!"

NOTE: Teacher may prepare for Activity I-27 by distributing Student Worksheets I-27 and I-27-A at this time. Thus students will have ample time to complete their individual worksheets.

ACTIVITY I-25

Cognitive Skill: Self-identification: your place in the world

Linguistic Items: This/That is; This/That is not

Concepts: Country; nationality; languages; distances

Materials:

- 3-by-5 "this" and "that" cards stapled to ice cream sticks or tongue depressors
- large world map
- classroom objects
- Student Worksheet I-25

PROCEDURES

1. Standing close to the map, review: "This is Cuba (Haiti, etc.)" until students are familiar with location of their own countries. Teacher distributes "this" card and asks children to hold up the card when saying "This is Cuba," "This is my country," etc. Teacher points out little word "is" in "this."

2. Teacher and students now stand some distance from map. Teacher looks at map, squints and points incorrectly at the location of a place; e.g., point to Russia and say: "That is Cuba." Child or children from Cuba will correct: "No, (this/that) is not Cuba."

3. Teacher will appear preplexed and say: "That is not Cuba! Where is Cuba?"

4. Allow students to use pointer and assist student to say "That is Cuba." Teacher directs students to hold up 3-by-5 "that" cards.

5. Teacher continues to make the same mistake until students are insisting "That is Cuba."

6. Teacher continues with all students' countries.

7. When exercise is complete, teacher explains and demonstrates "this/that." Teacher stands near map and says: "This is _______." Teacher moves away and says: "That is _______." All students do same.

8. Follow same procedure to review classroom objects using "this" and "that" 3-by-5 cards.

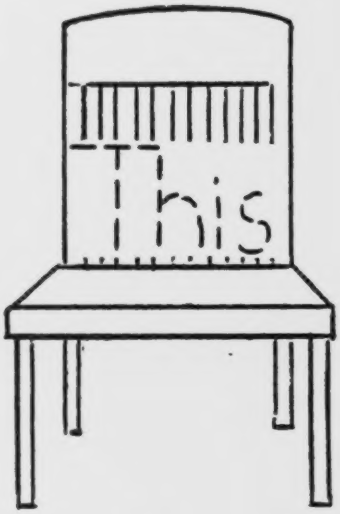
9. Do Student Worksheet I-25.

Student Worksheet I-25

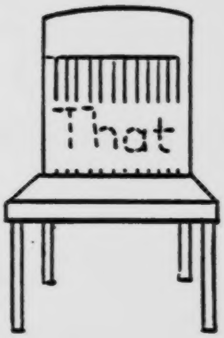
This and That

wear a different hat.

This sits right here



That sits
way out there



ACTIVITY I-26

Cognitive Skill: Self-identification: your place in the world

Linguistic Item: These/Those

Concept: Children around the world

Materials:

- small felt figures
- pictures of children from around the world

PROCEDURES

1. Pin three or four felt figures near Cuba on world map. Ask: "Are these children (point out that "children" is plural) from Cuba?" or "Are these children Cuban?" Elicit: "These children are from Cuba," or "These children are Cuban."

2. Repeat until all students have a turn.

3. Move children away from map.

4. Repeat #1, substituting "those" for "these":
   Teacher: "Are those children from Cuba?" or
   "Are those children Cuban?"
   Students: "Yes, those children are from Cuba." or
   "Yes, those children are Cuban."

5. Repeat both steps, using "not": "These children are not from Cuba," or "Those children are not from Cuba."

6. Attach more felt figures near students' countries and follow above procedures.

7. Review "you (pl) are" with structures such as: "You (pl) are Cuban (Italian, Chinese, etc.)."

ACTIVITY I-27

Cognitive Skill: Self-identification by country

Linguistic Item: Here/There is the ________.

Concept: Name of country; here/there

Materials:

- outline of flag (Student Worksheet I-27) (Write the child's country of origin on the map outline.)
- map
- 3-by-5 "here" and "there" word cards
- pictures of bedroom, living room, kitchen, bathroom, classroom objects
- Student Worksheet I-27-A

PROCEDURES

1. Sometime before this activity, distribute blank flags and ask students to draw their flags at home.

NOTE: Parents are often very pleased to help with this activity.

2. Students hold their maps. Teacher asks question and models answer:

   "Where is the map of Cuba?" "Here is the map of Cuba."

3. Teacher distributes 3-by-5 "here" cards and instructs students to place word next to the map, and again says: "Here is the map of Cuba."
4. Teacher takes one map and displays it on bulletin board or other place. Teacher: "Now, where is the map of Cuba?" Elicit: "There is the map of Cuba."
5. Teacher distributes 3-by-5 "there" card. Again asks students: "Now, where is the map of Cuba?" Student holds up "there" card and says: "There is the map of Cuba."
6. Refer to previously displayed houses and family pictures: "Here is my house." "There is my family." Teacher displays pictures of family members, classroom objects, and living room, bathroom, kitchen, bedroom, door, house. Teacher displays half of the objects/pictures near the children and half far from the children.
7. Teacher asks "Where is the ________?" Students hold up appropriate card - "here" or "there" - and complete sentences.

8. Teacher asks students to think of where certain people or things are - at home or in school.

Teacher: "Is your (living room) here or there?"
(Student holds up "there" card.)
Teacher: "Is your schoolbag here or there?"
(Student holds up "here" card.)

Repeat several times.

9. Do Student Worksheet I-27-A. Teacher asks questions and students answer on worksheet:

1. "Is your lunch here or there?"
2. "Is your t.v. here or there?"
3. "Is your teacher here or there?"
4. "Is your father here or there?"
5. "Are your friends here or there?"
6. "Are we here or there?"
7. "Are your toys here or there?"
8. "Are you here or there?"
9. "Is (principal's name) here or there?"
10. "Is your telephone here or there?"
11. "Is your homework here or there?"
12. "Is your mother here or there?"
13. "Are our pajamas here or there?"
14. "Are your bikes here or there?"
15. "Are we here or there?"
16. "Are you here or there?"
17. "Am I here or there?"
18. "Is your pencil here or there?"
19. "Is your pet here or there?"
20. "Is your sister here or there?"

Student Worksheet I-27

THIS IS MY FLAG

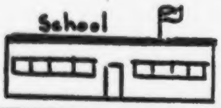
My name is ____________. This is the flag of ________.

SW I-27

Student Worksheet I-27-A

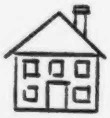
I am ____________________.

here



1. It is ____________.
2. It is ____________.
3. She is ____________.
4. He is ____________.
5. They are ____________.
6. We are ____________.
7. They are ____________.
8. I am ____________.
9. She is ____________.
10. It is ____________.

there



11. ________ is ________.
12. ________ is ________.
13. ________ are ________.
14. ________ are ________.
15. ________ are ________.
16. ________ am ________.
17. ________ are ________.
18. ________ is ________.
19. ________ is ________.
20. ________ is ________.

ACTIVITY I-28

Cognitive Skill: Identification — self, house

Linguistic Items: Review this/that/these/those/here/there

Concepts: Roof; door; walls; windows; chimney; wood

Materials:

- students' own houses (see Activity I-5)
- picture of a house showing living room, bedroom, kitchen, bathroom
- fingerplay (see below)

PROCEDURES

1. Using students' houses and large picture house, teacher reviews "this," "that," "these," "those."

NOTE: Teacher tests to see how many children know address (number already on house) in preparation for Goal II.

2. Teacher demonstrates fingerplay:

The House

This is the roof of the house so good.
(Hold up hands, fingertips touching, hands spread apart at bottom.)
These are the walls that are made of wood.
(Extend hands parallel.)
These are the windows that let in the light.
(Make a square by extending index fingers up, thumbs out.)
This is the door that shuts so tight.
(Touch thumbs together horizontally, index fingers pointing up.)
This is the chimney so straight and tall.
(Raise index finger.)
What a good house for us, one and all!
(Extend hands in front, parallel to each other.)

(From: Let's Do Fingerplays by M. Grayson.)

3. Use students' pictures of their houses to practice: "Here is the door. Here is the window. Here is the bedroom. Here is the living room."

   Use large poster of house to practice: "There is the door. There is the window. There is the bedroom. There is the living room."

4. Use pictures of houses to elicit answers to questions, such as: "Is this the kitchen or the bathroom?"

ACTIVITY I-29

Cognitive Skill: Self-identification in relation to family, friends, school, neighborhood, world

Linguistic Items: Culmination/review

Concepts: Controlled composition: based on specific questions

Materials:

- Student Worksheet I-29
- poem "I Am Special" (see below)

PROCEDURES

1. Teacher reviews lines which have been displayed:

   I am Special.
   I am me.

2. Teacher illustrates and/or teaches entire poem.

   I'm Glad I'm Me

   No one looks
   The way I do.
   I have noticed
   That it's true.

   No one walks
   The way I walk.
   No one talks
   The way I talk.
   No one plays
   The way I play.
   No one says
   The things I say.

   I am special.
   I am me.
   There's no one
   I'd rather be
   than ME!

   (From: Pederson, Ruth Dana. Activities for Social Studies. American Book Co.)

3. Teacher directs students to look in the mirror and tells them: "You are special. We are going to write a special story. It will be special because it will be only about you. This is your story."

4. Pass out Student Worksheet I-29. Teacher writes questions on board/experience chart. Students answer questions step by step.

   1. What is your name?
   2. Are you a boy or a girl?
   3. Where are you from?
   4. What languages do you speak?
   5. Where is your house?
   6. Where is the flag from?
      ("Here" or "There")
   7. Where is the flag of the U.S.A.?
      ("Here" or "There")

5. Display "stories." Students read.

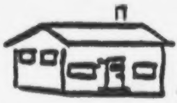
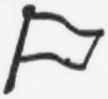
NOTE: The display should now have students' houses; family pictures; flags; a mirror; the lines "I am special. I am me," and the students' stories.

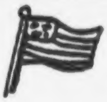
I am ______________________________ .

My Story

My name is ① ____________________ . I am a ② __________ and I am from ③ ____________________ .

I speak ④ ______________ and ⑤ ______________ .

⑥ ______________ is my  . ⑦ ______________ is the  of ⑧ ______________ .

⑨ ______________ is the  of the U.S.A.

My Picture

Goal II: Where Do I Go?

LINGUISTIC STRUCTURES

1.1 Commands: affirmative and negative

MODEL Stand up!
Don't stand up!
Stop!
Don't stop!
Listen!
Don't listen!
Look!
Don't look!
Find the house!
Don't find the house!
Point to the school!
Don't point to the school!
Go to the door!
Don't go to the door!
Line up!
Don't line up!

1.2 Prepositions of place; where questions

MODEL Mary, stand in front of the desk.
Where is Mary?
She's in front of the desk.
Paul, stand in front of Mary.
Where is Paul?
He's in front of Mary.
Jenny, stand behind Mary.
Where is Jenny?
She's behind Mary.
James, stand next to Jenny.
Where is James?
He's next to Jenny.
Peter, stand behind James.
Where is Peter?
He is behind James.
Barbara, stand to the right of Peter.
Where is Barbara?
She is to the right of Peter.
James and Jenny are in the middle of the room.
Where are James and Jenny?
They are in the middle of the room.
Paul and Mary are in front of the desk.
Where are Paul and Mary?
They're in front of the desk.
Peter and James are behind the desk.
Where are Peter and James?
They're behind the desk.

to the left/right

MODEL Boys: go *to the right*!
Where are the boys?
They are *to the right*.
Girls: go *to the left*!
Where are the girls?
They are *to the left*.
That is the *right* line.
That is the *left* line.
Paul, stand *to the right* of Mary.
Mary, stand *to the left* of Paul.

1.3 Possessive adjectives

MODEL This is *my* folder.
This is *your* folder.
This is *his* folder.
That is *her* folder.
Those are *your* folders.
These are *our* folders.
Those are *their* folders.

1.4 *to be*, past tense*

MODEL I *was* in front of the desk.
Was she in front of the desk?
You (John) *were* in the middle of the room.
We *were* in front of the desk.
Were they behind the desk?
You (John and Mary) *were* not in the middle of the room.
He *was* not behind the desk.

1.5 Progressive forms of present and past tenses (*)

MODEL I *am standing* in front of the line.
I *was standing* in front of the line.
You *are standing* next to Jenny.
You *were standing* next to Jenny.
Is she *watching* the class?
Was she *watching* the class?
We (Peter and Barbara) *are standing* behind the desk.
We (Peter and Barbara) *were standing* behind the desk.
You (James and Jenny) *are standing* in the middle of the room.
You (James and Jenny) *were standing* in the middle of the room.
They (Paul and Mary) *are standing* in front of the desk.
They (Paul and Mary) *were standing* in front of the desk.
He *is* not *standing* to the left of Mary.
He *was* not *standing* to the left of Mary.

(*) The negative interrogative form will be introduced at the intermediate level with tag questions.

ACTIVITY II-1

[redacted]

Materials:

- tape with teacher-recorded commands (See Teacher Resource II-1-Tape.)
- tape recorder
- paper
- pencils

PROCEDURES

1. Teacher identifies/reviews objects in classroom, namely door, chalkboard, chalk, student's desk, student's seat, ceiling. Student is given a small piece of paper and pencil.

   Variation: Have students wear numbers. Number the commands as recorded. The student wearing the numbered command performs that activity.

MODEL 1. Listen! (palm cupped around ear)

2. Look! (hand over eye)

3. Stand up! (hands with palms up moving upward)
   Sit down! (hands with palms moving downward)

4. Point to the ceiling!

5. Walk to the door!
   Open the door!
   Close the door!
   Go to your seat!

6. Take a pencil!
   Write your name!
   Underline your name!
   Stop!

Teacher Resource II-1-Tape

Teacher will record the following commands on a tape recorder, allowing sufficient wait time for the students to complete the action.

MODEL 1. Listen!

2. Look!

3. Stand up!
Sit down!

4. Point to the ceiling!

5. Walk to the door!
Open the door!
Close the door!
Go to your seat!

6. Take a pencil!
Write your name!
Underline your name!
•Stop!

7. Take a piece of chalk!
Write the number 2 on the chalkboard!
Circle the number 2!
Put the chalk back!

(If there are fewer than seven students in the class, one child may wear more than one number and do two of the activities. On the other hand, if there are more than seven, a few may wear the same number, and thereby a few students may follow the same command.)

ACTIVITY II-2

[redacted]

Materials:

- tape with teacher-recorded commands (See Teacher Resource II-2-Tape.)
- tape recorder
- picture of school with flag
- crayons

PROCEDURES

1. Identify/review objects needed to perform activities, namely, picture of school, flag, box of crayons, red crayon, teacher's desk. In addition, give number or name of school.
2. Number students' tables.
3. Play recording and model commands.
4. Select more advanced students to follow commands.
5. Have entire class follow recorded commands.

Teacher Resource II-2-Tape

Teacher will record the following commands. When recording, allow sufficient wait time for the students to complete the action.

MODEL Children at table No. 1 come to the teacher's desk! Take a box of crayons. (Repeat command for all tables used.)

Take a red crayon!
Color the school!
Start!
(Wait 60 - 90 seconds.)
Stop!
Find the flag!
Show me the flag!
(Point to the door.)
Table No. 1, tell me the name of your school!
(Repeat command for each table used.)
Table No. 1, give me your crayons!
(Repeat command for each table used.)

ACTIVITY II-3

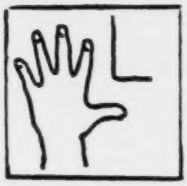
[redacted]

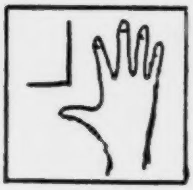
Materials:

- oaktag
- pencils
- scissors
- staple
- tongue-depressors or flat, short sticks
- Student Worksheet II-3

PROCEDURES

1. Teacher says: "'L' is for left. 'R' is for right."
2. Teacher shows children that with their left hand, they are able to make the letter L. They are not able to make the letter L with their right.





3. Each student is given a piece of oaktag and a pencil.
4. Students are to place their left and right hands on the oaktag and trace them. Teacher assists those having difficulty. Some students may trace with their fingers only; they'll follow the predrawn outline of a left and right hand on the oaktag (Student Worksheet II-3).
5. Teacher labels the left hand with an "L" and the right hand with an "R." (If children are able, they will do it themselves.)
6. Cut out outline of left and right hands and staple them to tongue depressors, thereby making individual "hand puppets" for each student.

7. Set the hand puppets aside while teacher reads fingerplay, "Open, Shut Them" and pantomines actions.

MODEL **Open, Shut Them**

Open, shut them,
Open, shut them,
Give your hands a clap!
Open, shut them, open, shut them,
Lay them in your lap.
Creep them, creep them,
Creep them, creep them, (Move fingers of right hand up opposite arm.)
Climb them up so high!
Creep them, creep them, creep them,
creep them, (Move fingers down arm.)
Let your fingers fly! (Wiggle fingers rapidly.)

8. Have students say and act out fingerplay.

9. Teacher now reads "Left - Right" fingerplay. Teacner picks up own hand puppets to pantomime actions.

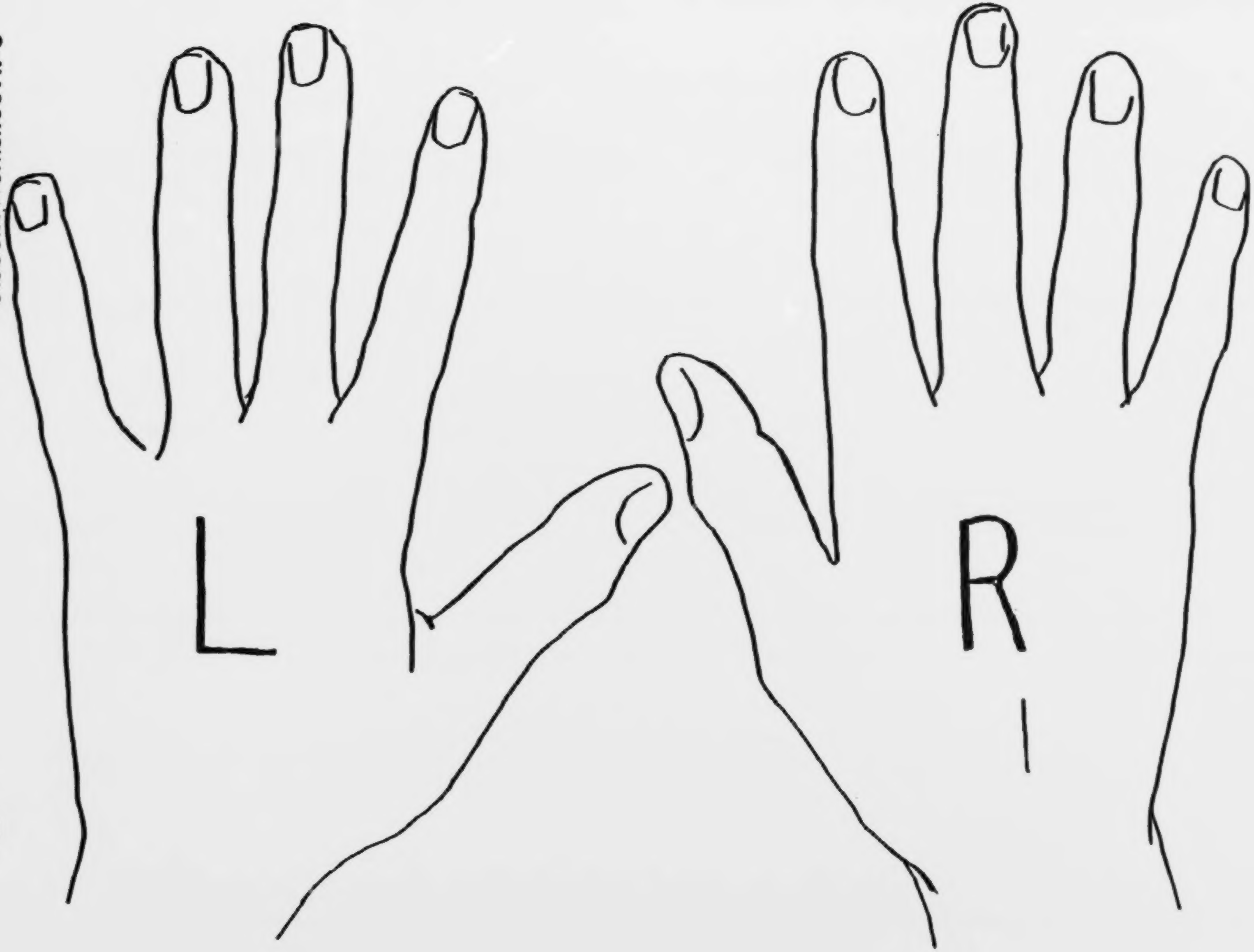
MODEL **Right Hand - Left Hand**

This is my right hand;
Raise it up high.
This is my left hand;
Touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

10. Have students pick up hand puppets, say and pantomime action of fingerplay, "Right Hand - Left Hand."*

*As a daily exercise in the use of "left" and "right": When teacher rewards students by giving a star or other sticker-type reward, ask student if he or she wants reward on left side of paper or on right side of paper.

Student Worksheet II-3



Name ____________

ACTIVITY II-4

[redacted]

Materials:

- realia, such as a stuffed dog
- bag
- box
- man puppet
- button
- Teacher Resource II-4-Song

PROCEDURES

1. Teacher models as he or she gives the commands:
   "Draw a line!"
   "Put a dot under it!"

2. Teacher shows the exclamation mark on the chalkboard and models change in voice as he or she says the commands. Review, from Goal I, how periods and question marks affect intonation.

3. Select and teach various commands. At first, model the command, then cue it by actions, then just say the word and have students do it. Also begin with one command at a time, then expand into a series of commands (no more than five actions).

MODEL Stand up! (hands with palms up, moving upward)
Sit down! (hands with palms down, moving downward)
Stop! (palm facing audience)
Look! (hand over eye)
Listen! (palm cupped around ear)

4. Teacher identifies the objects on the desk, as well as the chalk and chalkboard.

5. Teacher plays Core Record song on commands (Teacher Resource II-4) and selected students follow with actions.

NOTE: Have only one or two students perform activities at a time. The recording is extremely fast, and if more students try to perform the various activities, they will find it difficult to do. In order to give each student an opportunity to perform the various activities, play the record again at subsequent lessons.

Teacher Resource II-4-Song

Stand Up! Sit Down!

Stand up! Sit down!
Stand up! Sit down! Follow me!

Go to the board! Go to your seat!
Go to the board! Now follow me!
Find a dog! Touch the man! Make
a dot! Draw a line!

Put the button in the box!
Put it in the bag!
Take it out of the bag!
Put the box in the bag!

Now go to your seat!

("Command Song." Core Records.)

ACTIVITY II-5

[redacted]

Materials:

- classroom objects
- picture and word cues for the commands on Teacher Resource II-5-Cue Cards
- tally sheet

PROCEDURES

1. Children are divided into two teams and seated in rows facing each other.

2. Give a command such as "Open the door" to the first player. If he or she does as he or she is told, a point is tallied for that team. If he or she fails, the same command is given to the first player of the other team. Of course, the team with the most points wins.

3. Give an object and a command cue card to one student and have him or her give the command to a player on the opposite team to perform the action. At first use picture cue cards for the actions only, then include pictures of objects.

NOTE: If students are able to read, the cue cards should be in written form.

Teacher Resource II-5-Cue Cards

Commands - picture and word cues

Stand!
Sit!
Open the door!
Point to a man!
Point to a woman!
Get a pencil!
Put it on the desk!
Give me a book!
Write your name!
Walk!
Go to the blackboard!
Stop!
Sit!
Don't sit, stand!
Don't stand, walk!
Open the door!
Don't open the door, close it!
Find the man!
Get a pencil!
Don't get a pencil, get a crayon!
Put it on the desk!
Don't put it on the desk, put it on the table!
Don't give me a book, give me a paper!
Get a paper, write your name!
Write the number six!
Walk!
Stop!
Don't stop, go!
Go to the door!
Line up!

ACTIVITY II-6

[redacted]

Materials:

- classroom picture (Student Worksheet II-6)
- flannelboard
- small flannel cutouts of various classroom objects
- picture cue cards of objects and prepositions (Teacher Resource II-6 - Cue Cards)
- Student Worksheets II-6, II-6-A, II-6-B, II-6-C

PROCEDURES

1. Pass out Student Worksheet II-6. Point to the objects in the picture and model for students the following sentences, placing the appropriate flannel cutouts on the board.

MODEL The chair is next to the desk.
The pencil is on the desk.
The paper is on top of the desk.
The lamp is over the desk.
The desk is under the lamp.
The student is in front of the desk.

2. Have students select an object in the picture, such as a pencil.
Ask: "Where is the pencil?"
Elicit: "The pencil is on the desk."
or
"The pencil is next to the paper."

3. Using small flannel cutouts of various classroom objects, have the students place the cutouts on the flannelboard in the same position as in the illustration. The teacher gives the student a cue card and he or she selects the flannel cutout and places it accordingly. The student can say where the object is, or have another student use the correct preposition in a sentence.

MODEL: The lamp is over the desk.
The desk is under the lamp.

Variation: A simple sketch of the illustration on the chalkboard can also be used. The flannelboard with cutouts has the added advantage, however, of being available to build on in subsequent lessons that include the use of other prepositions.
For example: "The pencil is on the left."
"The paper is on the right."
"The lamp is in the middle."

4. Give the students Worksheet II-6-A. Have students cut out pictures at bottom of page and place picture cards in slots to form a true statement.

5. Have students read the rebus sentence.

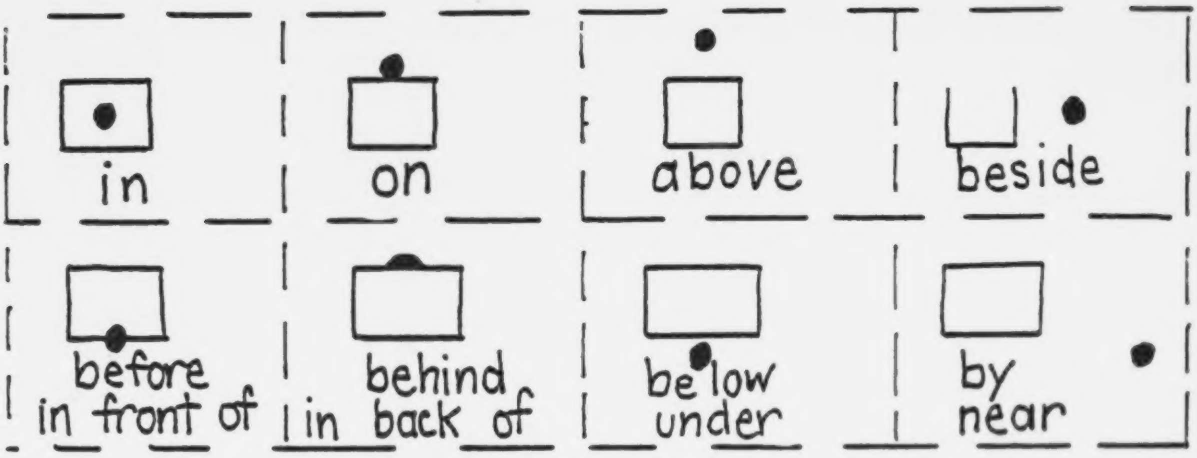
6. For a subsequent activity, give the students the picture of the classroom (Student Worksheet II-6).

7. Have students write the appropriate preposition to complete the rebus sentences on Worksheet II-6-B.

8. Use other classroom objects and assist students to use various other prepositions. Students will be given two picture cards; they place cards and make the appropriate statement of location. Teacher may use Worksheet II-6-C for the picture cards.

Teacher Resource II-6-Cue Cards

Prepositions of Position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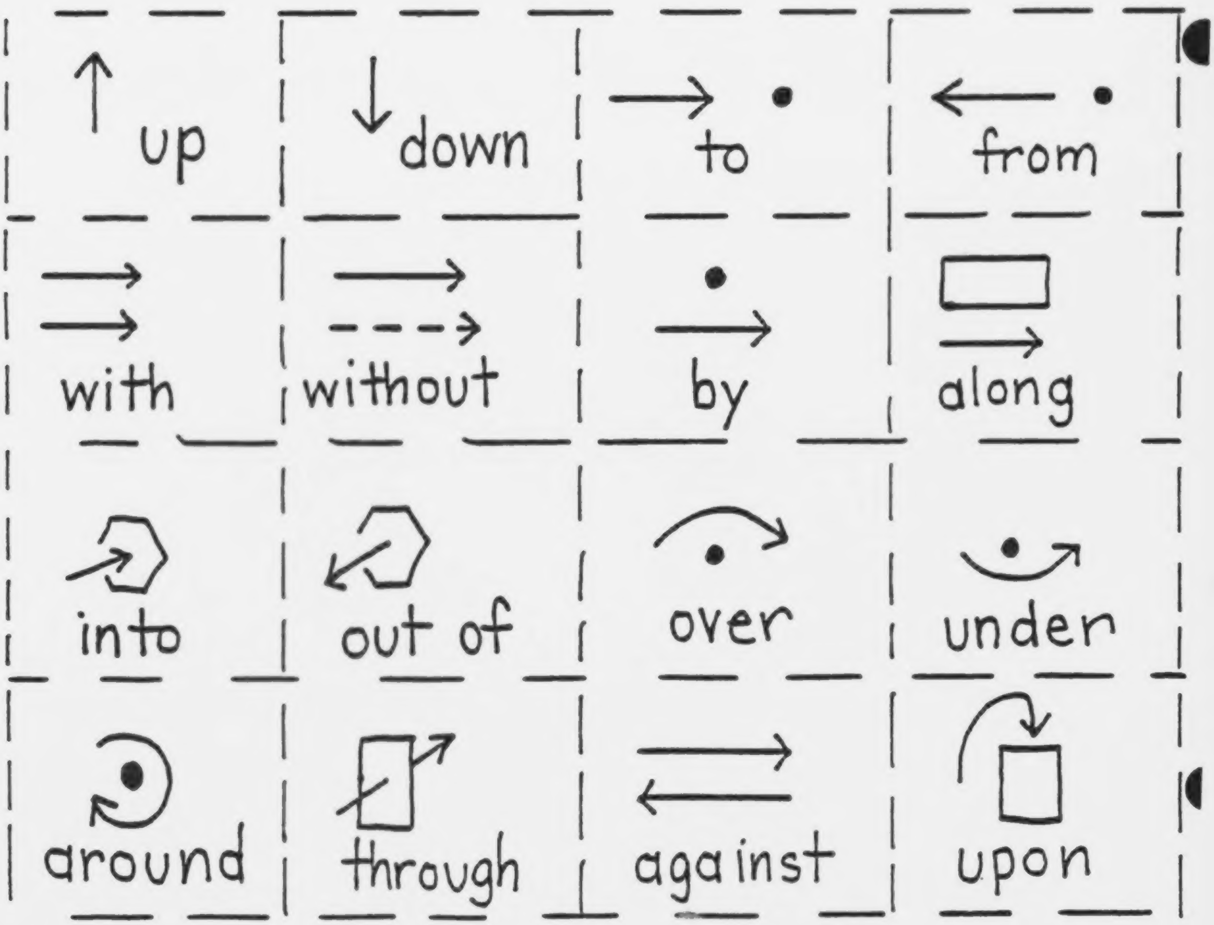
Prepositions of Direction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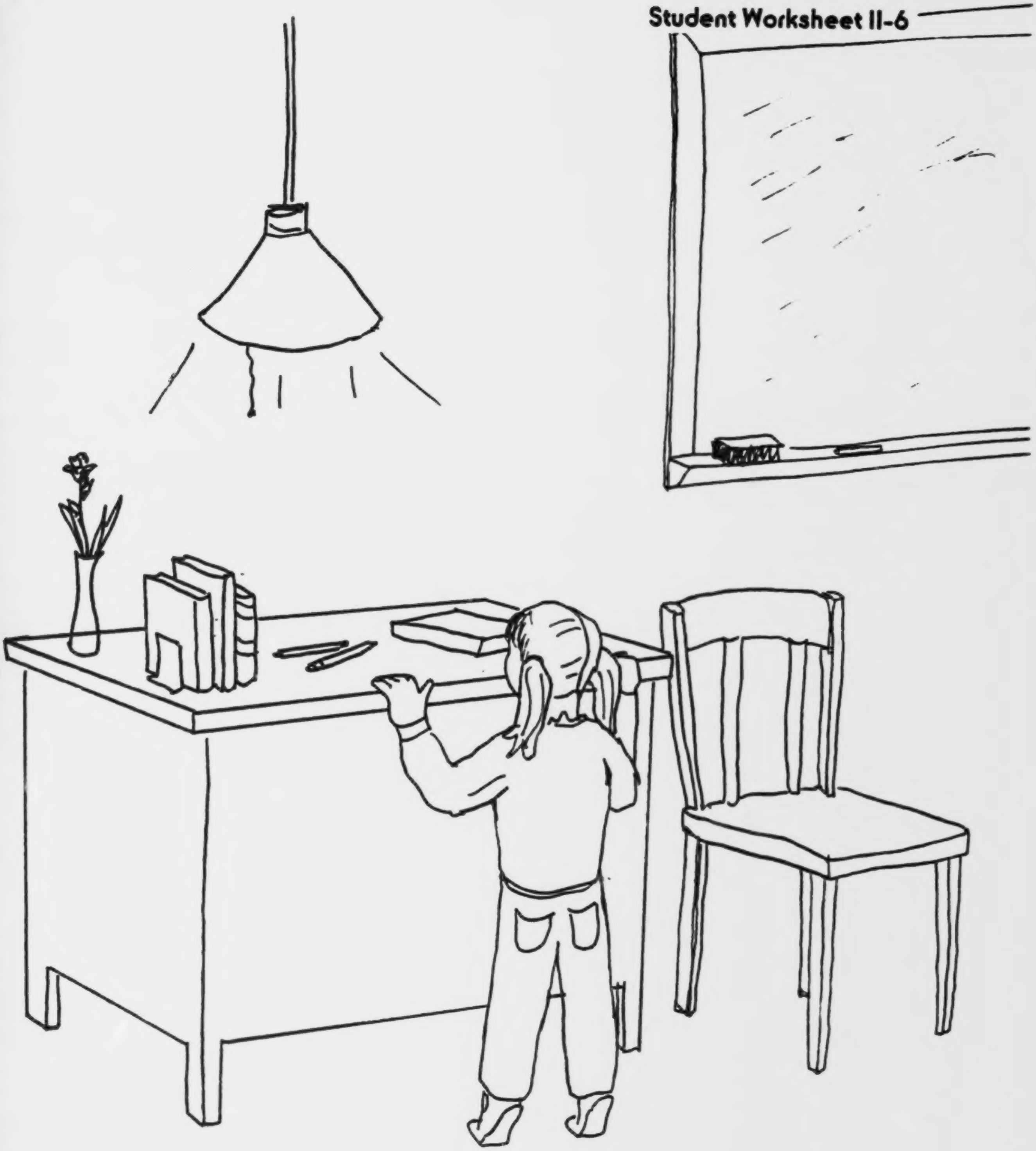
TR II-6

Student Worksheet II-6



Name ______________________________

Student Worksheet II-6-A

Name ____________________________________

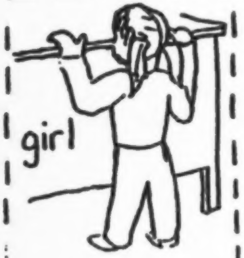
Directions: Use the cutouts to complete each sentence. Look at the drawing of the classroom to see where things belong.

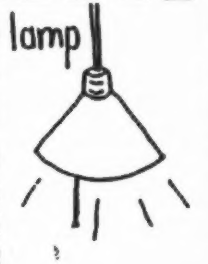
1. The __________ is on the desk.

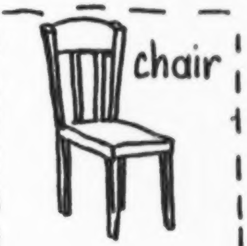
2. The __________ is next to the desk.

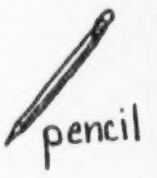
3. The __________ is over the desk.

4. The __________ is in front of the desk.



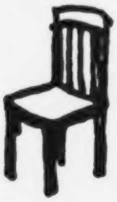
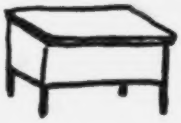


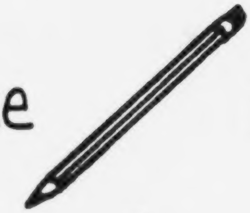
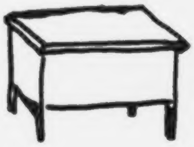


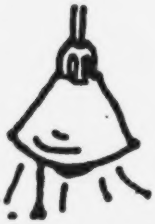
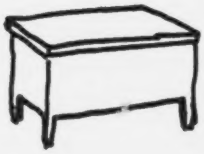


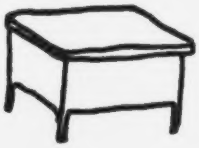
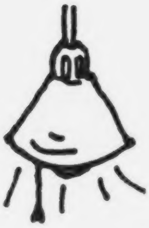
Directions: Use one of the words or group of words below and complete the sentences.

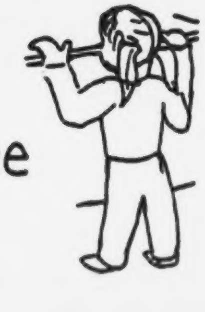
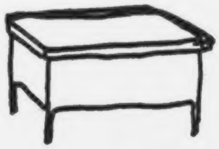
next to
on
over
under
on top of
in front of

1) The  is ______________ the .

2) The  is ______________ the .

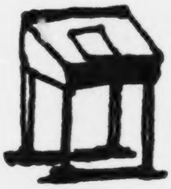
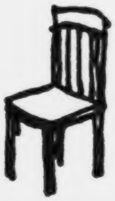
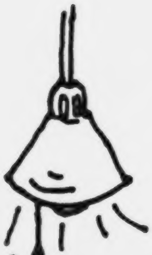
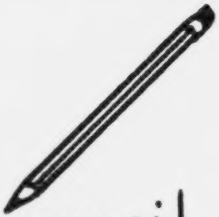
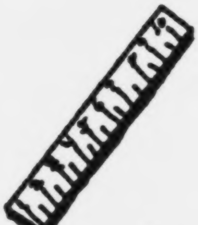
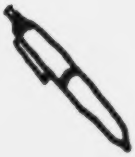
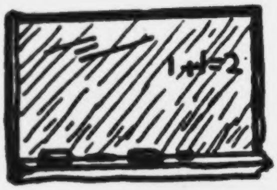
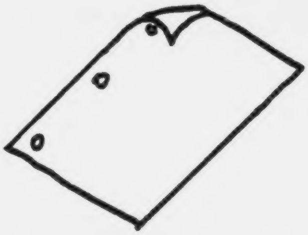
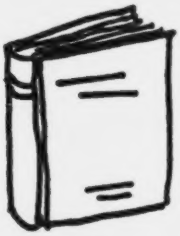
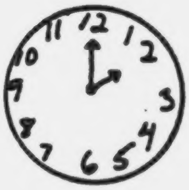
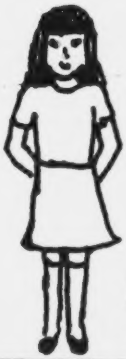
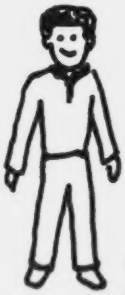
3) The  is ______________ the .

4) The  is ______________ the .

5) The  is ______________ the 

Name ______________________________

Student Worksheet II-6-C

 desk	 chair	 lamp
 pencil	 ruler	 pen
 chalkboard	 paper	 book
 clock	 girl	 boy

Name ______________________________

ACTIVITY II-7

[redacted]

Materials:

- copies of a drawing of the frame of a school (Student Worksheet II-7)
- crayons
- one sheet of chart paper

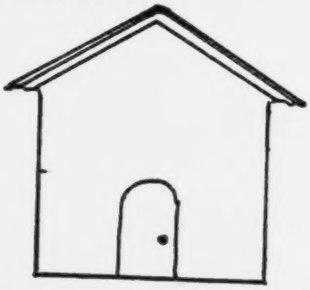
PROCEDURES

1. Provide each student with the worksheet plus a box of crayons. (If needed, review the colors.)

2. Give the students a series of directions about what to draw, using the various commands and prepositions learned previously.

3. The teacher preforms the activity on large chart paper as he or she gives the commands.

MODEL Take a red crayon.
Draw a door on the school.



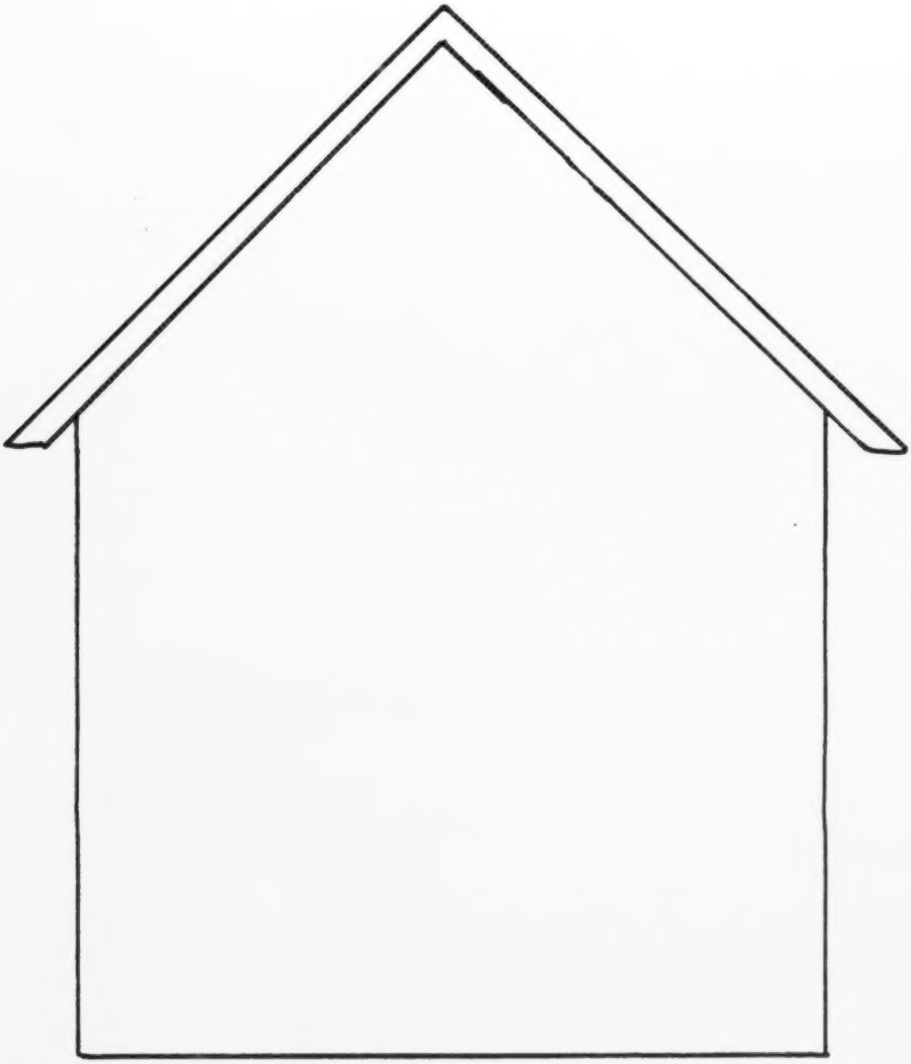
Put the door in the middle of the school.
Take a brown crayon.
Draw the bottom of a tree to the left of the school.
Take a green crayon.
Draw the top of the tree.
Take a blue crayon.
Draw a car to the right of the school.
Take a yellow crayon.
Put a sun over the school.

4. This activity can be continued on a subsequent day. Take out your picture of the school and have a student give the class commands.

MODEL Put a chimney on the school.
Draw a boy next to the car.

Students may need additional modeling to say where they want the object placed. They can point to the area and either other students or the teacher will give the correct prepositional phrase.

Student Worksheet II-7



Name ______________________________

ACTIVITY II-8

[redacted]

Materials:

- a box (approximately 8-by-11)
- various objects that will fit in the box; e.g., pencil, pen, crayon, eraser, ruler, chalk and paper

PROCEDURES

1. Have students identify objects used; i.e., box, pencil, pen, etc.

2. Review various prepositions by placing one of the objects in different places, according to the preposition used.

MODEL The pencil is (next to) the box.
(under)
(on)
(in front of)
(behind)
(to the left of)
(to the right of)

Continue, substituting other objects.

3. Divide the students into two teams. Have the first member of Team I come to the front of the room. Have the first member of Team II cover his or her eyes. The student from Team I places an object (pencil, pen, crayon, eraser, ruler, chalk or paper) in, on, under, next to, in front of, behind, to the left of, to the right of, on top of, or over the box.

4. Ask the first member of Team II: "Where's the pen?" (or any other object selected). If student guesses correctly, he or she scores a point for his or her team. If not, the other team has an opportunity to score.

Variation: With younger students or those just beginning prepositions, you may wish to play without having the students' eyes covered. They will score a point for their team by "knowing" the correct preposition, not "guessing." Furthermore, limit the number of prepositions to only a few at a time.

ACTIVITY II-9

[redacted]

Materials:

- students' name cards
- students' folders with their names written on the covers
- a folder for the teacher
- classroom objects including desk, table, paper, pencil, crayon and book
- Student Worksheet II-9

PROCEDURES

1. Select a student to be the "folder monitor" whose duties will be to give out and collect the folders each time the class meets. These tasks will be rotated weekly or monthly, depending upon the number of times the class meets. Place students' name cards on desks.

2. Tell the folder monitor: "Put the folders on the desk in front of the student it belongs to." (Student will match the name written on the folder with name card.)
   This can be done whenever the class meets to review commands and prepositions. On another day, tell the student to place the folder in, to the right of, or to the left of the desk. As the students become more proficient, select students to give these commands to the folder monitor.

3. Pick up a student's folder.

   Ask: "Is this my folder or is it your folder?"
   Elicit: "It's my folder." or "It's your folder
   Ask another student: "Is this your folder or is it his folder?"
   Elicit: "It's his folder." or "It's my folde
   Ask a third student: "Is this her folder or is it his folder?"
   Elicit: "It's (her/his) folder."
   Ask the class: "Is this our room or is it their room?" (Pointing to the class.)
   Elicit: "It's our room."

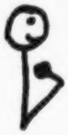
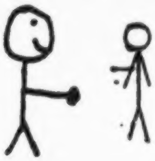
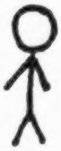
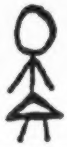
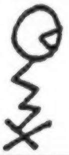
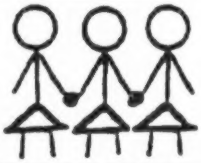
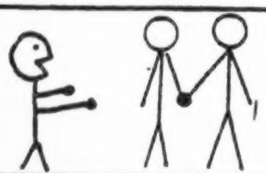
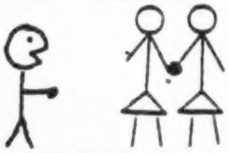
4. Continue with this type of questioning until students are capable of using the possessive adjectives on their own. In addition, use previously learned vocabulary - "desk," "table," "book," "paper," "crayon," "pencil" - with this type of "or" questioning.

5. Review subject pronouns and make a chart with the corresponding possessive adjectives. Have chart on display in the classroom.

6. Have students complete worksheet.

Student Worksheet II-9

Match the pronouns on the left with the possessive adjective on the right

1. I 	a. your
2. You 	b. his
3. He 	c. its
4. She 	d. my
5. It 	e. your
6. We 	f. her
7. You 	g. their
8. They 	h. our

Name ____________________

ACTIVITY II-10

[redacted]

Materials:

- classroom realia or picture cards (pen, pencil, book, etc.)
- preposition cue cards (see Teacher Resource II-6-Cue Cards)

PROCEDURES

1. Give student an object card, such as "pencil," and a preposition card, such as "on."*
2. Give student a command:
   "(Miguel), take your pencil. Put it on the desk."
3. Student acts out the command and states:
   "My pencil is on the desk."
4. Ask another student: "(Maria), where is (Miguel's) pencil?"
5. Elicit: "His pencil is on the desk."
6. Continue this activity until all cards have been used. At first use only the singular pronouns and possessive adjectives.
7. Repeat this type of activity with the plural pronouns and posessive adjectives.

*NOTE: Teacher will introduce the preposition cards as needed, using a few at a time.

ACTIVITY II-11

[redacted]

Materials:

- song: "The Hokey-Pokey" (See Teacher Resource II-11-Song.)

PROCEDURES

1. Teacher reviews "left," "right," "in," "out," and parts of the body, such as "head," "foot," "hand."
2. First have students raise their right hands, then point to their right feet with their right hands.
3. Teacher has students raise their left hands and point to their left feet.
4. Continue procedure to include left and right hand and left and right foot.
5. Be sure students know other parts of body that do not have left and right, such as "head" and "whole self."
6. Students and teacher form a circle and teacher selects a volunteer to demonstrate first paragraph of song.
7. When students are ready, continue with second paragraph of song.
8. Teacher may be able to continue with entire song or may want to continue on a subsequent day. This, of course, depends on the maturity and language level of the class.

   Variation: If students are able to read, write a song on a large experience chart and have them read it beforehand. You may wish to select one student to be the "caller" while dance is being performed and to tell others what to do.

Teacher Resource II-11-Song

THE HOKEY-POKEY

You put your right foot in,
You put your right foot out.
You put your right food in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

You put your left foot in,
You put your left foot out.
You put your left foot in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

You put your right hand in,
You put your right hand out.
You put your right hand in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

You put your left hand in,
You put your left hand out.
You put your left hand in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

You put your head in,
You put your head out.
You put your head in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

You put your whole self in,
You put your whole self out.
You put your whole self in
And you shake it all about.
You do the Hokey-Pokey and
You turn yourself around.
That's what it's all about!

ACTIVITY II-12

[redacted]

Materials:

- classroom realia or picture cards (See Student Worksheet II-12.)
- preposition cue cards (See Teacher Resource II-6-Cue Cards.)

PROCEDURES

1. Give children directions.
   Say: "(Peter), put your paper on my desk."
   Ask (Maria): "Where is (Peter's) paper?"
   Elicit from Maria: "His paper is on your desk."*

   Give another child directions concerning Peter's paper.
   Say: "Miguel, put Peter's paper on your desk."
   Ask Miguel: "Is his paper on your desk?"
   Elicit from Miguel: "His paper is on my desk. It was on your desk."

2. Choose two other students.
   Say: "Susan, put your pencil and crayon on Maria's desk...Where are your pencil and crayon?"
   Elicit: "They are on her desk."
   Ask: "Are they on your desk?"
   Elicit: "No, they were on my desk. Now they are on Maria's desk."

3. Continue, using other situations, pronouns, and objects.
   Say: "Maria, go stand next to our chalkboard."
   Ask Maria: "Are you next to our chalkboard?"
   Elicit: "I am next to our chalkboard. I was next to my desk."
   Say: "Maria, go to your desk."
   Ask class: "Where was Maria?"
   Elicit: "Maria was next to our chalkboard."

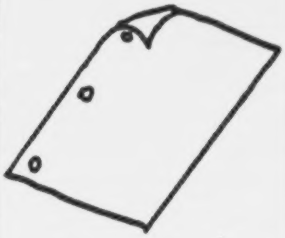
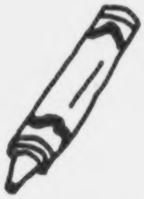
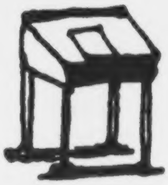
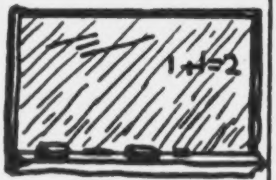
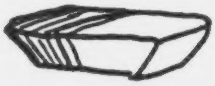
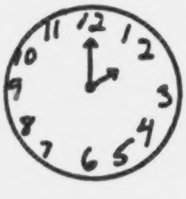
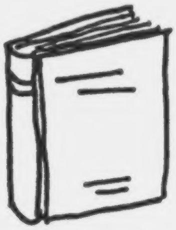
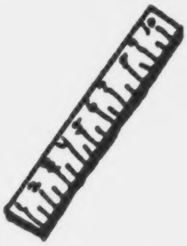
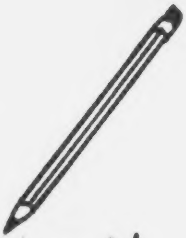
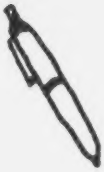
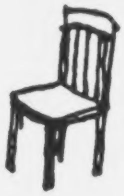
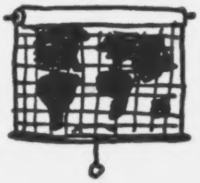
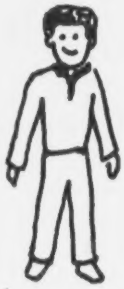
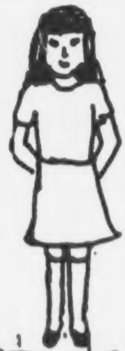
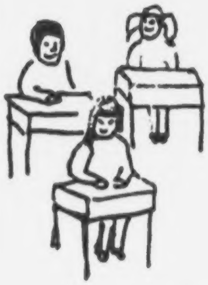
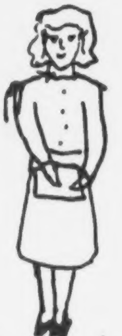
*NOTE: If student's desks have an opening in which to put things, change directions to putting objects "in" as well as "on" the desk, to include both prepositions.

4. Have students give each other the directions, using cue cards for objects and prepositions.

5. After student performs according to given directions, teacher tells student to return to seat.
   Ask student: "Are you next to the chalkboard now?"
   Elicit: "No, I was next to the chalkboard."
   Continue asking other students: "Is he next to the chalkboard now?"
   Elicit: "He was next to the chalkboard."

6. Give out Student Worksheet II-12.

Student Worksheet II-12

 paper	 crayon	 desk	 chalkboard
 eraser	 clock	 book	 ruler
 pencil	 pen	 chair	 map
 student	 student	 students	 teacher

Name ______________________________

ACTIVITY II-13

[redacted]

Materials:

- chart depicting present progressive tense (Teacher Resource II-13)
- pronoun cue cards from Goal I
- card for "ing"
- students' sentence envelopes containing subject pronoun, verb "to be," and punctuation cards (from Goal I)
- action cards
- Student Worksheets II-13, II-13-A, and II-13-B

PROCEDURES

(This is an adaptation of "Simon Says.")

1. MODEL AND ELICIT

(Teacher): Simon says: Class, stand up!
(Class is standing)

(Class): We are standing.

(Teacher): Simon says: Sit down!
(Class is sitting) Are you standing?

(Class): No, we are sitting.

2. MODEL AND ELICIT

(Teacher): Tommy, Simon says: Walk to the chalkboard! (Tommy is walking to the chalkboard.) (Ask Tommy): What are you doing?

(Tommy): I am walking to the chalkboard.

(Ask Maria): Is Tommy walking to the chalkboard?

(Maria): Yes, he is walking to the chalkboard.

(Teacher): Simon says: Tommy, walk back to your seat! (Tommy is walking back to his seat.)

(Teacher): Is Tommy walking back to the chalkboard?

(Peter): No, he is walking to his seat.

(Teacher): Jenny, Simon says: Stand in the middle of the room! (Jenny is going to the middle of the room.)

(Ask Jenny): What are you doing?

(Jenny): I am standing in the middle of the room.

(Ask class): What is Jenny doing?

(Class): She is standing in the middle of the room.

3. Teacher has students read from present progressive chart in choral reading. (See Student Worksheets II-13, II-13-A.)

4. Assign a student to be the leader and give the commands of "Simon Says." Teacher records in rebus writing on the chart the appropriate sentence that describes the action. Assign a student to be the recorder and rebus write the actions on the chart as class reads.

5. Students are given their own action cards and instructed to take out their sentence envelopes containing cards for subject pronouns, the verb "to be," and punctuation marks from Goal I to make up new sentences on pocket chart. Each student reads a new sentence and class repeats.

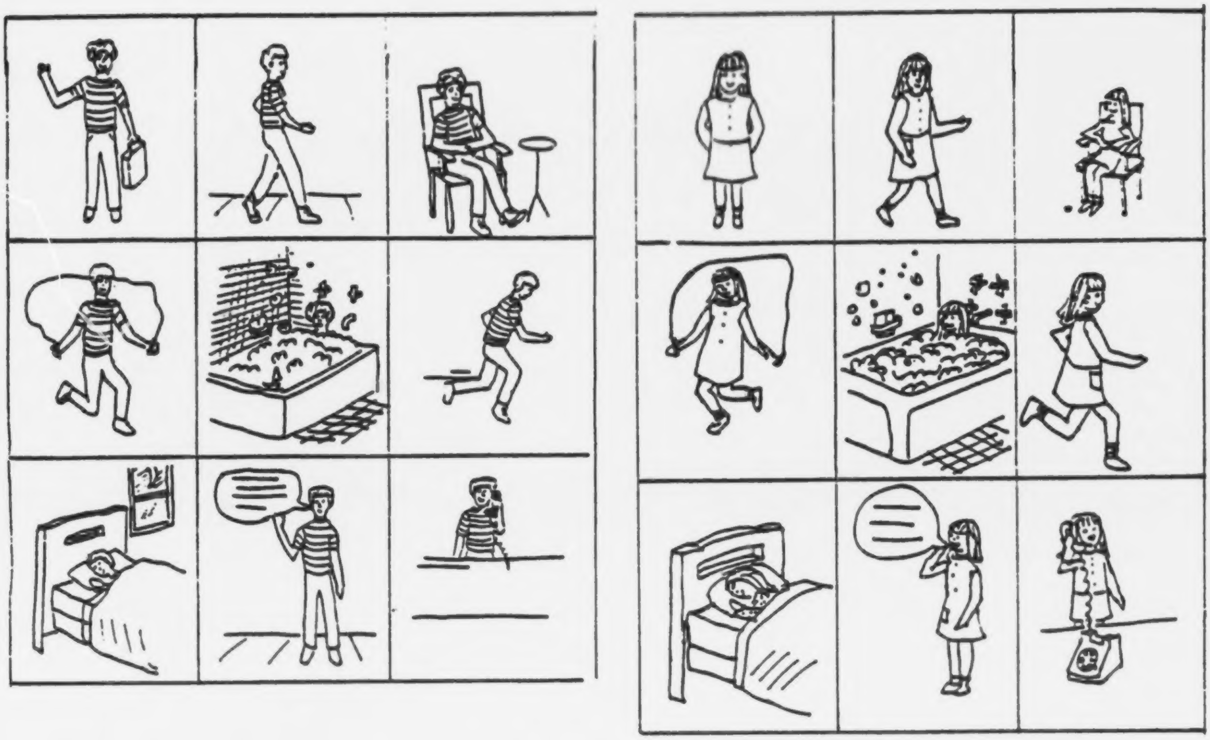
6. Students are given Worksheets II-13 and II-13-A containing action cards plus "ing" card. With these in hand, students make up their own sentences. After completing sentences, they place them in the pocket chart and read them to class.

7. Have students complete Worksheet II-13-B.

8. Students may make individual booklets depicting actions from action cards.

NOTE: Each day another page may be added to book, until all subject pronouns and action cards are exhausted.

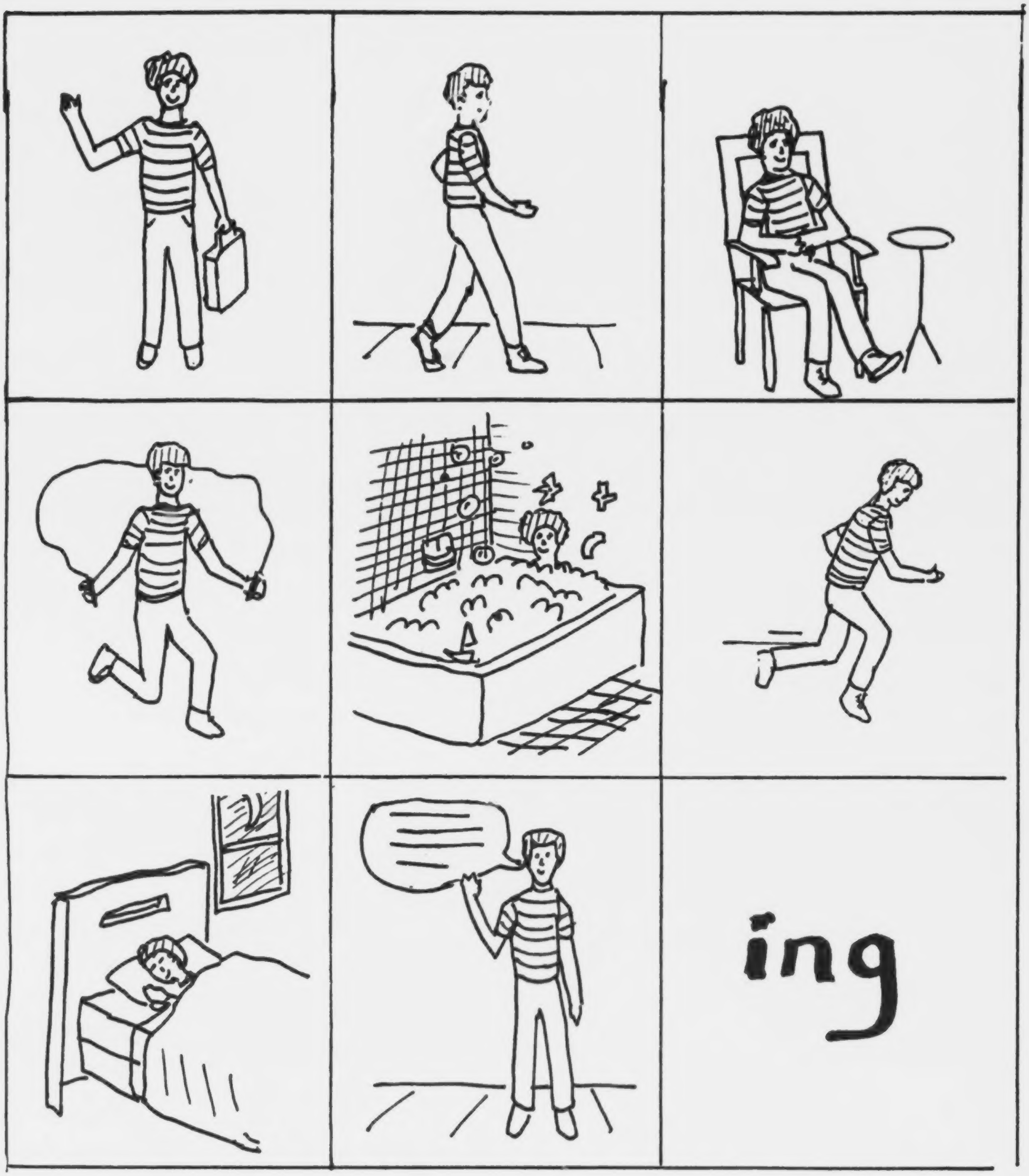
Teacher Resource II-13-Chart



1. (He/She) is standing now.
2. (He/She) is walking now.
3. (He/She) is sitting now.
4. (He/She) is jumping now.
5. (He/She) is washing now.
6. (He/She) is running now.
7. (He/She) is sleeping now.
8. (He/She) is talking now.

Student Worksheet II-13

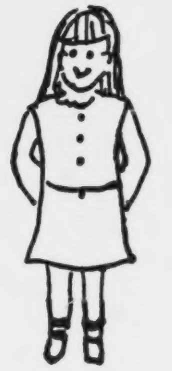
Action Cards

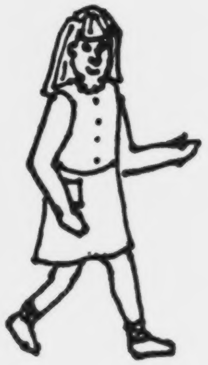


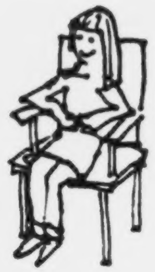
Name ____________________

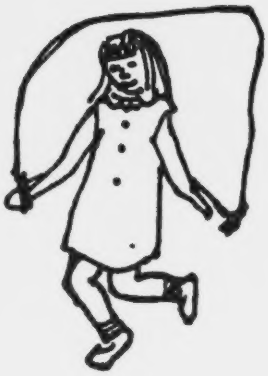
Student Worksheet II-13-A

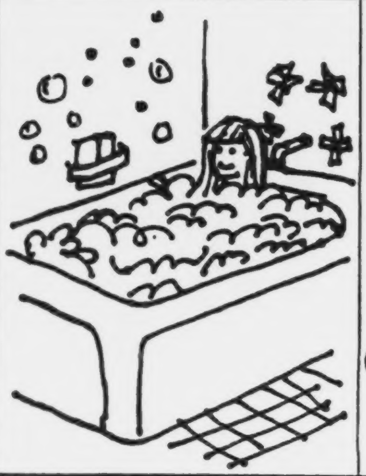
Action Cards

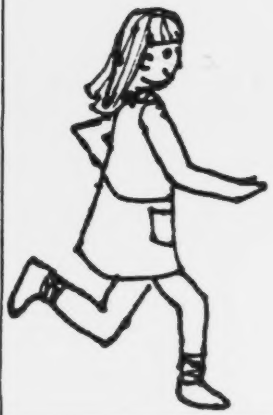


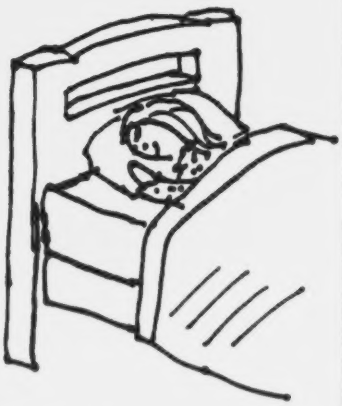


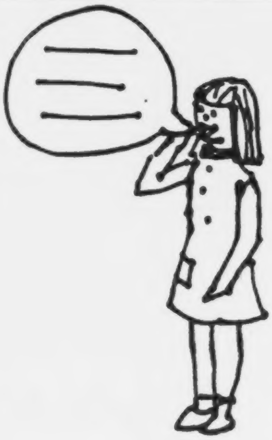










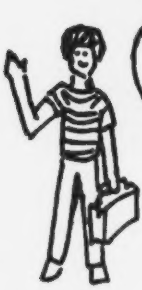


ing

Name ______________________________

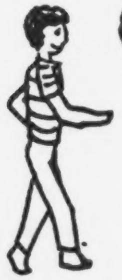
Student Worksheet II-13-B

DIRECTIONS: Complete each sentence by writing in the appropriate form of the verb.



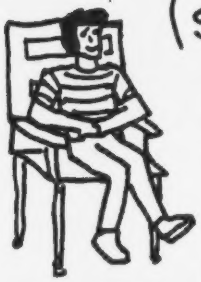
(stand!)

1. I ____ ______ing now.



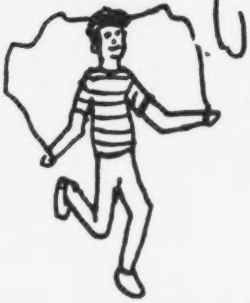
(walk!)

2. He ____ ______ing now.



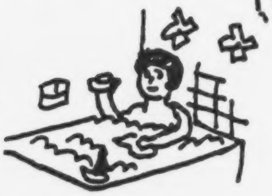
(sit!)

3. She ____ ______ing now.



(jump!)

4. You ____ ______ing now.

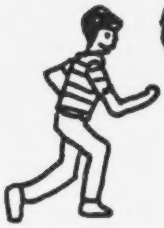


(wash!)

5. It ____ ______ing now.

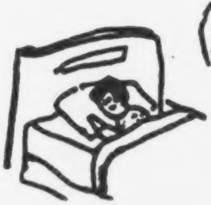
Name ______________________________

Student Worksheet II-13-B (con't)

6. 

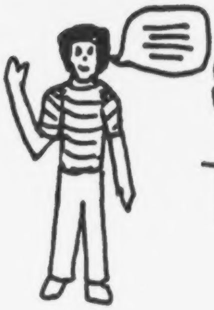
(run!)

We ____ ______ing now.

7. 

(sleep!)

You ____ ______ing now.

8. 

(talk!)

They ____ ______ing now.

Name ______________________________

ACTIVITY II-14

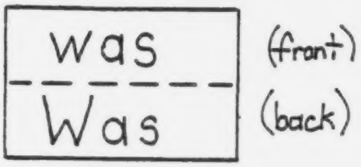
Cognitive Skill: Can follow directions

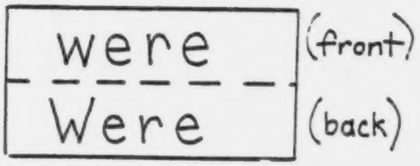
English Structure: Past progressive tense

Content: School and classroom

Materials:

- chart depicting present continuous (Teacher Resource II-13-Chart) and pictures of actions
- chart depicting past progressive (Teacher Resource II-14-Chart)
- sentence makers from Goal I
- "was," "were," and "before" cards
- Student Worksheet II-14 and II-14-A





PROCEDURES

This is an adaptation of "Simon Says."

1. **MODEL AND ELICIT**

(Teacher):	Simon says: Class, stand up! (Class is standing.)
(Class):	We are standing.
(Teacher):	Simon says: Sit down! (Class is sitting.)
(Teacher):	Are you standing?
(Class):	No, we are not standing. Before we were standing.

2. **MODEL AND ELICIT**

(Teacher):	Tommy, Simon says: Walk to the chalkboard! (Tommy is walking to the chalkboard.)
(Ask Tommy):	What are you doing?
(Tommy):	I am walking to the chalkboard.
(After Tommy has completed action, ask Maria):	Is Tommy walking to the chalkboard?
(Maria):	No, he is not walking to the chalkboard. Before he was walking to the chalkboard.

3. MODEL AND ELICIT

(Teacher): Tommy, Simon says: Hop back to your seat!
(After Tommy has completed action:)
Is Tommy hopping back to his seat?
(Class): No, he is not hopping back to his seat.
Before, he was hopping back to his seat.

4. Continue with same directions, using all subject pronouns.

5. Teacher has students read from past progressive chart in choral reading.

6. Students are instructed to take out sentence enevelopes, action cards, and "ing" cards. Teacher gives students "was - were" cards. (Printed on back of card with capital letter, so students may form questions.) Students are to make up own sentences or questions. Student reads new sentence and class repeats.

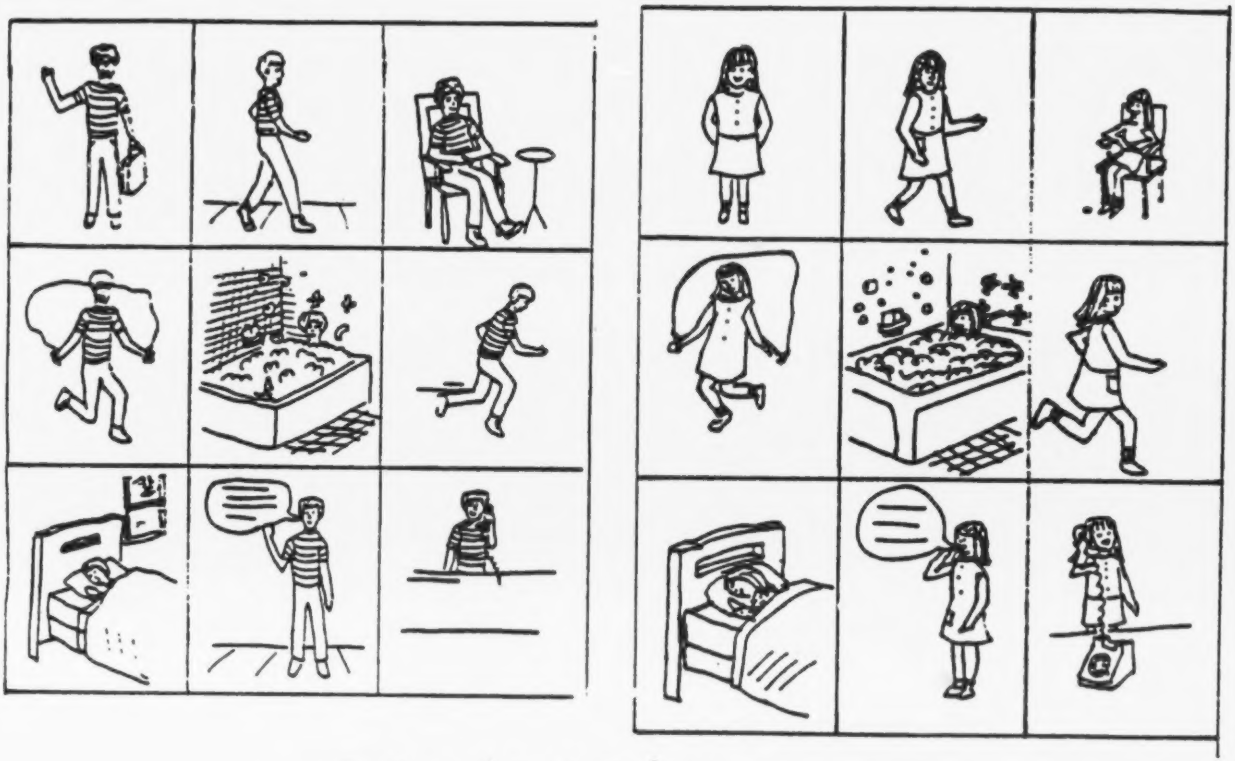
MODEL He was walking.
Was he walking?

7. Students are given worksheet plus "before" card. With these in hand, they make up their own sentences. After completing sentences, they place them in pocket chart and read to class.

8. Have students complete Student Worksheet II-14.

9. Worksheet II-14-A will be completed as needed.

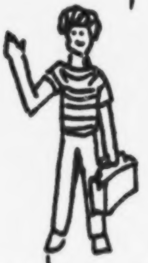
Teacher Resource II-14-Chart



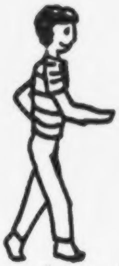
1. Before (he/she) was standing.
2. Before (he/she) was walking.
3. Before (he/she) was sitting.
4. Before (he/she) was jumping.
5. Before (he/she) was washing.
6. Before (he/she) was running.
7. Before (he/she) was sleeping.
8. Before (he/she) was talking.

Student Worksheet II-14.

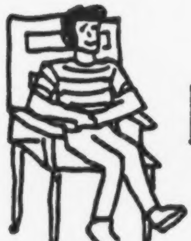
Directions: Complete each sentence by writing the appropriate verb form.


stand!

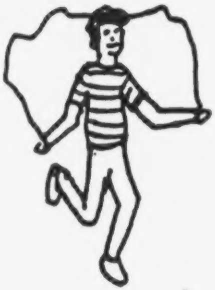
1. Before I _____ ________ing.


walk!

2. Before he _____ ________ ing.


sit!

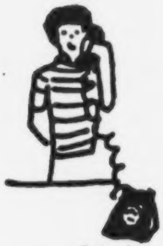
3. Before she _____ ________ing


jump!

4. Before you _____ ________ing

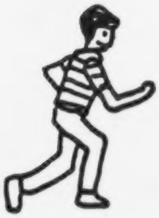
Name ______________________________

Student Worksheet II-14 (con't)



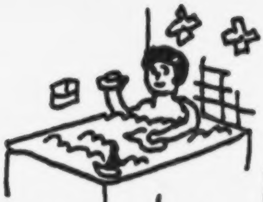
call!

5. Before he ____ ______ing.



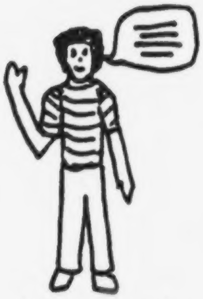
run!

6. Before we ____ ______ing.



wash!

7. Before you ____ ______ing.

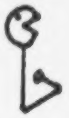
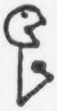
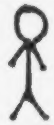
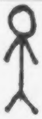
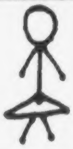
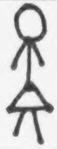
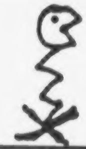
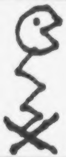
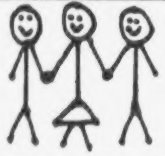
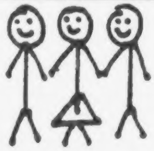
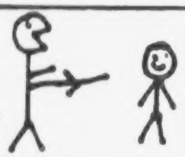
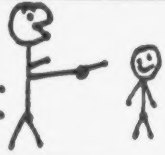
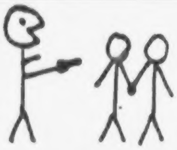
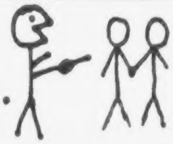
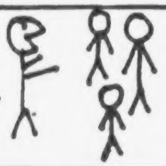
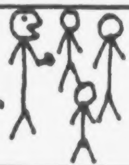


talk!

8. Before they ____ ______ing.

Name ________________________________

Student Worksheet II-14-A

Now	Before
1.  am	a.  ________
2.  is	b.  ____ ____
3.  is	c.  ________
4.  is	d.  ________
5.  are	e.  ________
6.  are	f.  ________
7.  are	g.  ________
8.  are	h.  ________

Use was or were.

Name ______________________

ACTIVITY II-15

Cognitive Skill: Can follow directions

Linguistic Items: Prepositions

Concept: Neighborhood

Materials:

- pictures depicting neighborhood items, such as a fire hydrant, mailbox, telephone booth, tree, bridge, steps, a glass door, garbage can, plus outline of boy or girl (See Student Worksheet II-15.)
- book: Hoban, Tana. Over, Under and Through. New York: Macmillan Publishing Co., Inc., 1973.
- Teacher Resource II-15

PROCEDURES

1. Students look at the pictures as teacher describes what is happening in the book. A few pages are done at a time.

2. Divide the class into groups and have the students describe the actions to his or her group.

3. Students can make their own preposition book. Pass out Student Worksheet II-15. Identify items. Students cut out pictures from worksheet along with cutout of boy or girl.

4. Teacher tells students to place the boy or girl next to the mailbox. On subsequent pages, other prepositions are used. Children may either label the pages with the correct preposition, write a full sentence, or simply leave it as a picture book which they can "read" to their teacher and classmates, or at home to parents and/or siblings.

5. Follow directions in Teacher Resource II-15 and have students play game.

Teacher Resource II-15-Game

Concept: Neighborhood map; game: "Where Am I?"

Materials:

- copies of simple map of the vicinity of the school.

PROCEDURES

1. Give copies of the map to two students and sit them back to back.
2. Indicate to student #1 that he or she is at the corner of ___________ St. and ___________ Ave., and that he or she is to ask student #2 for directions to get to the front entrance of the school.
3. Student #2 gives the directions as per route previously outlined by teacher (or a route that he or she chooses and outlines as he or she draws it).
4. Student #1 draws the route as per directions given to him or her by student #2, and reads them back upon completion.
5. Students compare their maps at the end to correct errors.

Supplementary Resource Games:

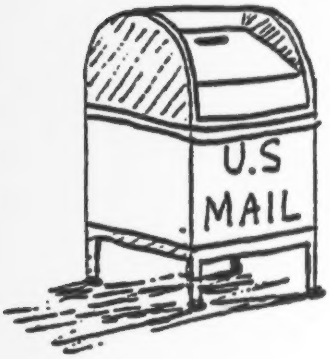
English Around the World I. "Simon Says," p. 110. Glenview, IL: Scott, Foresman & Co.
Commands and prepositions.

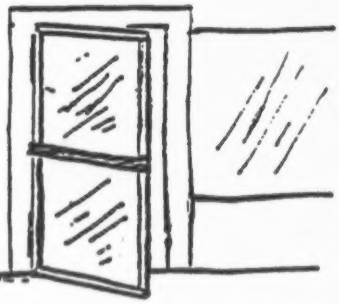
English Around the World II. "Treasure Hunt," p. 69.
Commands and prepositions. (For those who cannot read, whisper directions.)

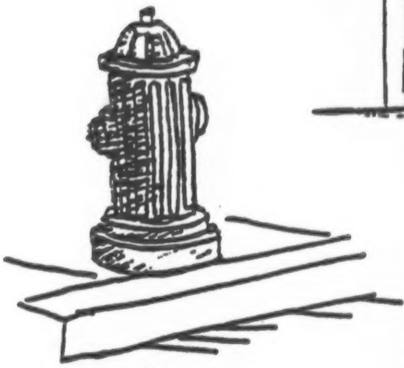
Dorry, G.N. Games for Second Language Learning. "Giant Steps," p. 34, and "Mental Hide and Seek," p. 40.
Commands and prepositions.

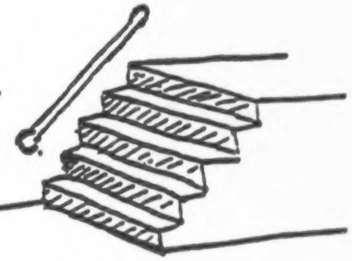
Wagner, Hosier & Blackman. Listening Games. "Crossing the Road," p. 1, and "Come to the Circle," p. 19. New York: Macmillan Publishing Co., Inc.
Following directions.

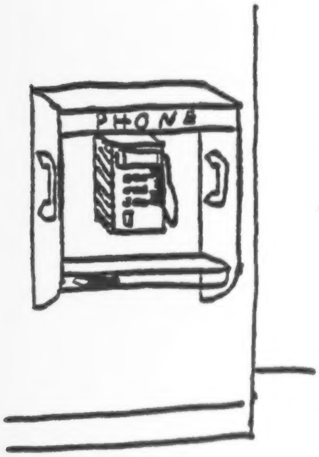
Student Worksheet II-15

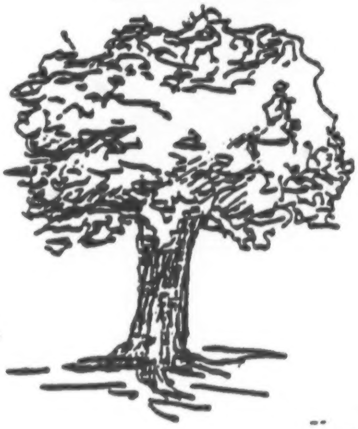


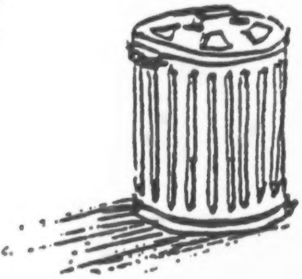


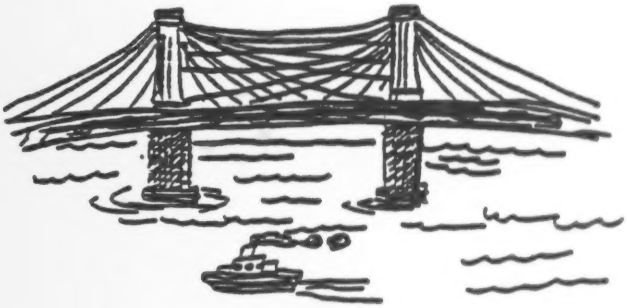


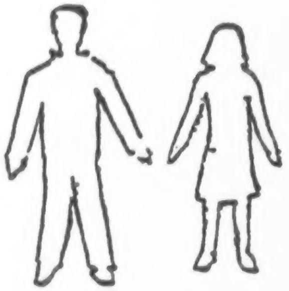












Name ____

ACTIVITY II-16

Cognitive Skill: Can follow directions

Linguistic Items: Commands and prepositions

Content: Routines

Materials:

- poem: "Five Little Clowns"
- pictures of clowns on different colored paper
- Teacher Resource II-16

Five Little Clowns

Five little clowns,
Clap with delight!

Take one step forward
And one to your right!

Take one step backward
And one to your left!

Now five little clowns,
Stand in a row.

Oh, my goodness! Don't they go!

PROCEDURES

1. Review colors used for backing of clown picture.

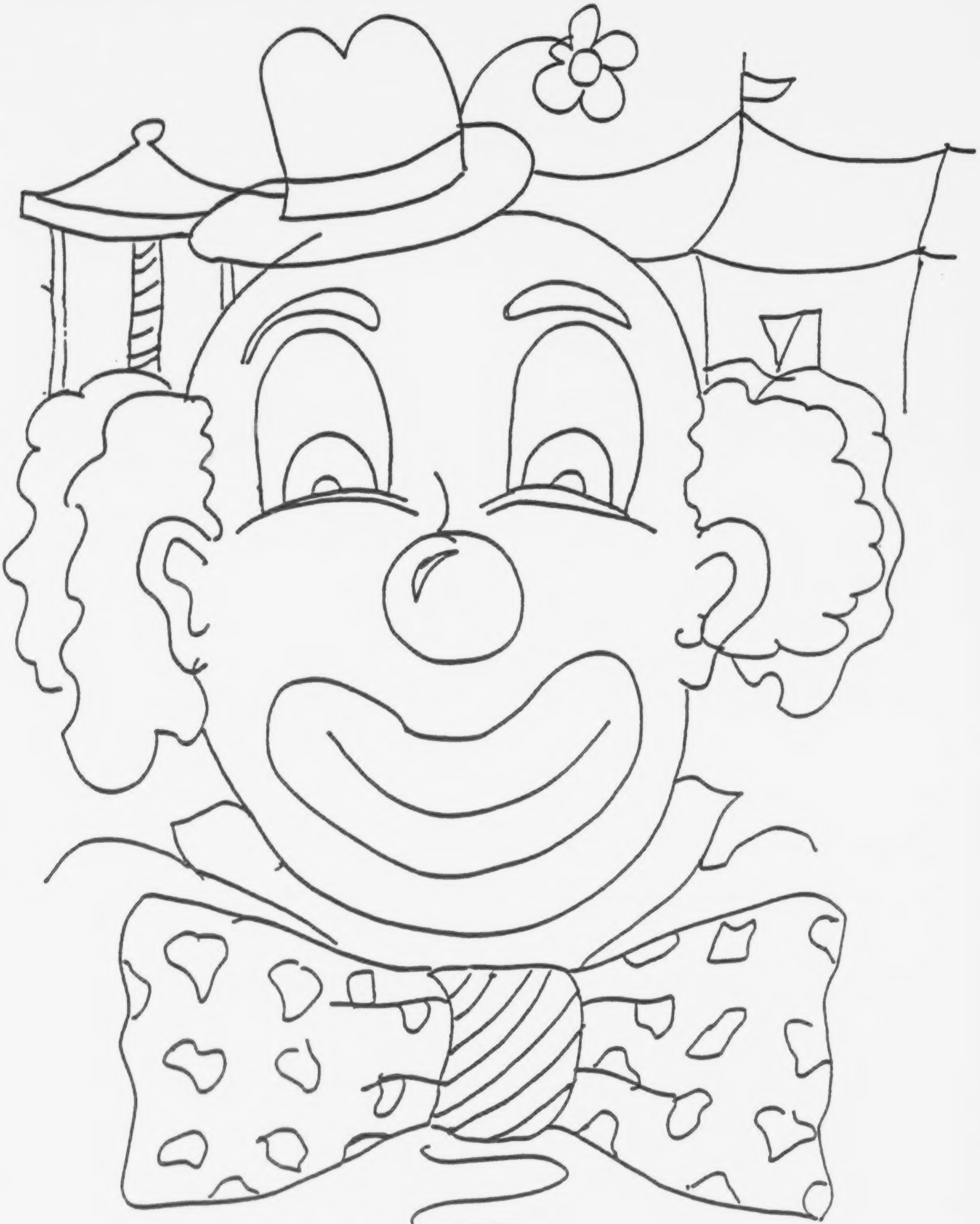
2. Teacher directs students as follows:
"Maria, take the clown with the red paper and stand in front of the class. Antonio, take the clown with the green paper and go to the left of Maria."

   Continue until all five clowns are taken, using directions which include "to the right," "to the left," "next to," and "between." Then ask: "Who is in the middle?"

3. Teacher says poem as he or she performs various activities. After he or she has demonstrated the various commands, he or she guides students who are "clowns" to follow directions.

4. Give all students in class an opportunity to hold clown picture and follow the directions. Children who aren't clowns at the moment will say poem with teacher.

Teacher Resource II-16-Picture



ACTIVITY II-17

Cognitive Skill: Can follow directions to push, pull, move to the left and right.

[illegible]: Commands and prepositions

[illegible]

Materials:

- poem: "Push, Pull"

PROCEDURES

1. Teacher says poem and demonstrates actions of push (away from body) and pull (towards body).
2. Students are chosen or volunteer to demonstrate poem until entire class joins in and completes activities as directed.
3. If students are capable of reading, poem can be written on experience chart and one student selected to point to activity to be demonstrated. He or she can see to it that students are performing activity correctly.

Push, Pull

To the front, push, pull;
Push, pull; push, pull;
That's the way.
To the right side, push, pull;
That's the way.
To the left side, push, pull;
Push, pull; push, pull.
To the right side, push, pull;
To the left side, push, pull;
That's the way.
Overhead, push, pull;
That's the way.
To the back, push, pull;
Push, pull; push, pull.
To the back, push, pull;
That's the way.

ACTIVITY II-18

Cognitive Skill: Can follow directions

Linguistic Items: Past tense of verb to be; numbers and past tense of verbs

Concept: Rhyme routines

Materials:

- pictures of items in poem to be used as cues in rhyming (Student Worksheet II-18)
- Student Worksheet II-18-A
- poem: "When I Was One"

When I Was One

When I was one, I was so small,
And everyone else seemed so tall.
When I was two, I was not able
To tie my shoe.
When I was three, I touched the tree.
When I was four, I opened a door.
When I was five, I waved goodbye.
When I was six, I picked up sticks.
When I was seven, I learned about heaven.
Now I am eight. I feel so great.

PROCEDURES

1. Teacher says poem and has students repeat one line at a time.

2. Teacher demonstrates activities as he or she and students say poem.

3. Teacher writes on the board the numeral and places next to it the appropriate picture cue to complete the rhyme.

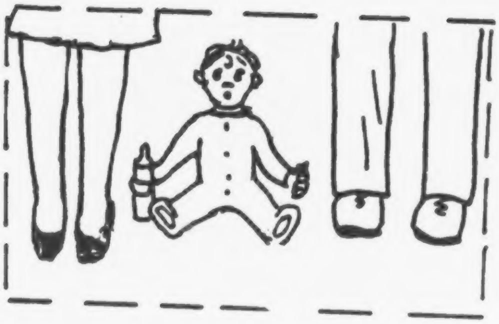
4. Students act out poem. Select a few at a time, until entire class has an opportunity to demonstrate various activities.

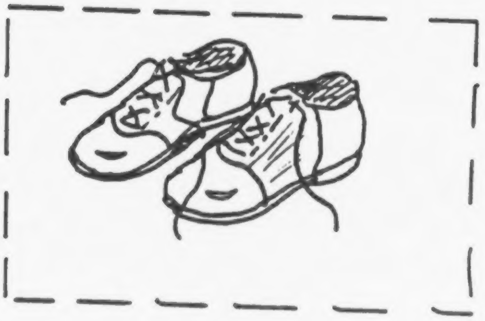
5. Select a boy to demonstrate as the teacher and class substitute "I" with the pronoun "he." Continue with the other pronouns "she," "we," "you" and "they," so students have the opportunity to use the verb "to be" in all situations.

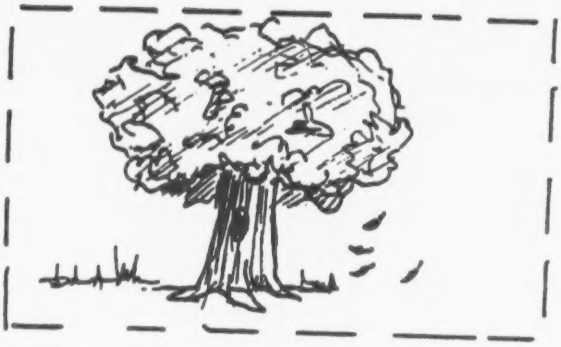
6. Have students complete the worksheets. Modify the instructions as needed.

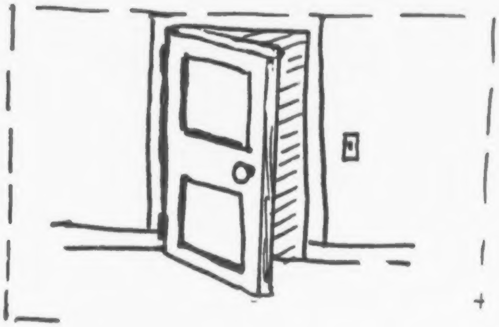
   Variation: If teacher is working with kindergarten group, stop at "When I was five...," substituting "But now I am five, and I can wave goodbye." If teacher is working with first graders, substitute "But now I am six, and I can do tricks." If working with second graders, substitute "But now I am seven and...."

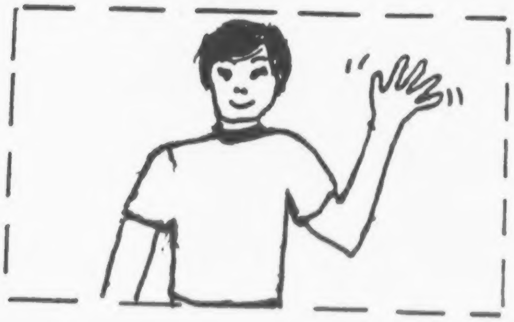
Student Worksheet II-18

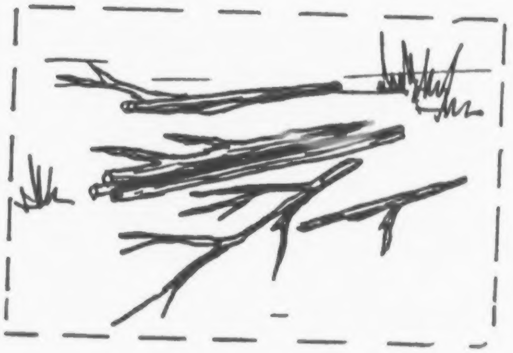


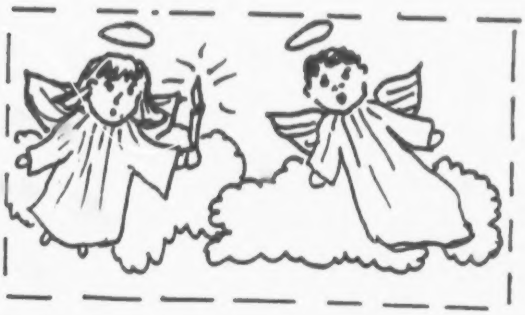


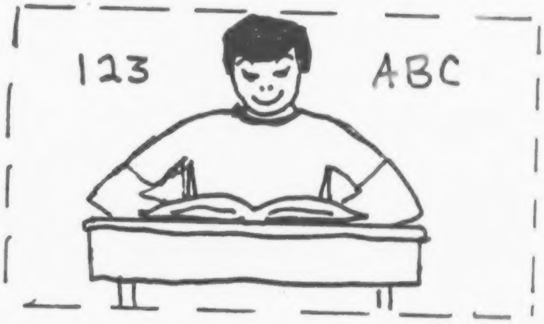












Name ______________________________

Student Worksheet II-18-A

WHEN I WAS ONE

Directions: Write "was" on each line in the first blank. Then paste the appropriate picture cue to complete the rhyme.

When I was one, I was so small,
and everyone else
seemed so tall.

When I _____ two, I _____ not able
to tie my shoe.

When I _____ three,
I touched a tree.

When I _____ four,
I opened a door.

Name _______________

Student Worksheet II-18-A (con't)

When I _____ five, I waved goodbye.

When I _____ six,
I picked up sticks.

When I _____ seven, I learned
about heaven.

Now I am eight,
I feel so great.

Name ______________________________

ACTIVITY II-19

Cognitive Skill: Can follow directions
Linguistic Items: Prepositions
Concept: Holiday celebration

Materials:

- poem: "Turkey Lurkey" and picture of turkey (Teacher Resource II-19-Poem)
- picture of pot large enough to accomodate turkey (Teacher Resource II-19-A-Picture)
- Student Worksheet II-19

PROCEDURES

1. Display cutout of turkey and pot (see Teacher Resources). Hold turkey in various positions, i.e., over pot, on pot, in pot, next to pot, behind pot and under pot.

2. Ask students: "Where is Turkey Lurkey?
Elicit: "He is in the pot."
"He is on the pot."
"He is over the pot."
"He is next to the pot."
"He is behind the pot."
"He is under the pot."

3. Teacher says poem and students repeat in chorus:

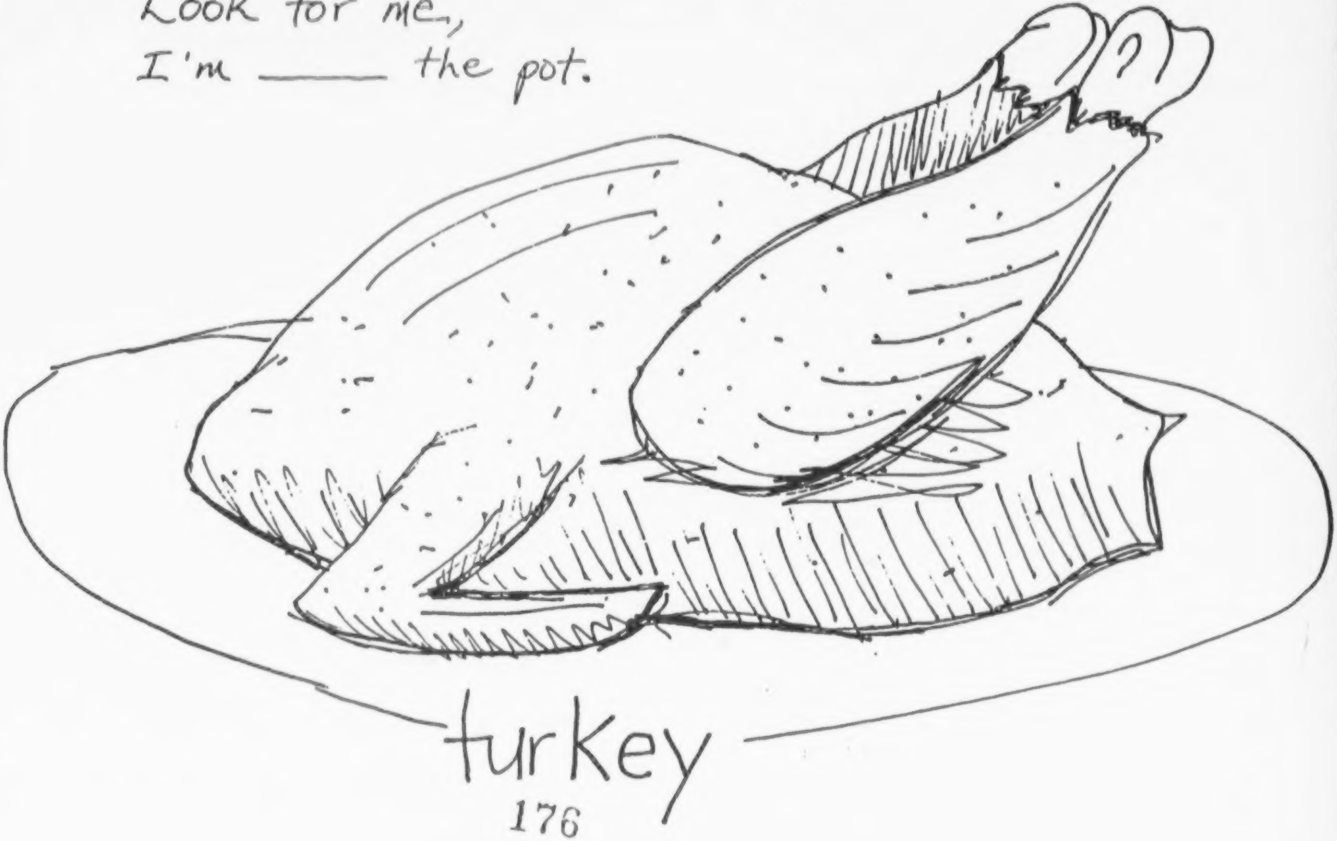
"I'm Turkey Lurkey.
Cold or hot,
Look for me,
I'm ____________ the pot."

4. Select student to be leader and direct individual students to place Turkey Lurkey in various positions.

5. Students do Worksheet II-19 at desk.

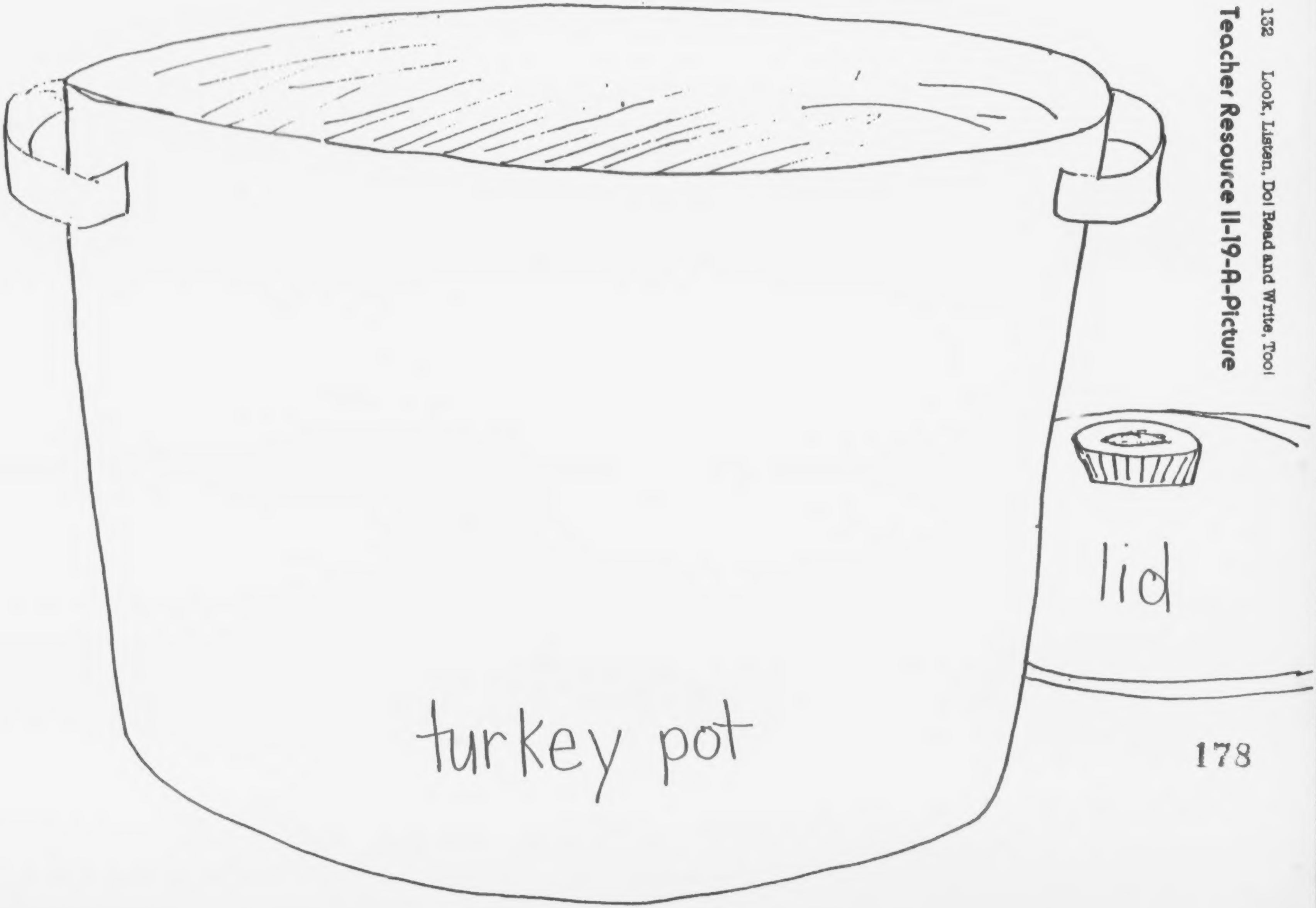
TURKEY LURKEY

I'm Turkey Lurkey.
Cold or hot,
Look for me,
I'm ____ the pot.



Teacher Resource II-19-A-Picture

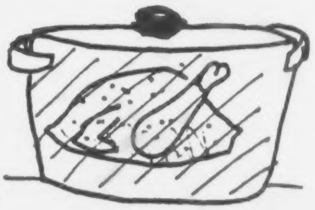
TR II-19-f.


turkey pot
lid

Student Worksheet II-19

Turkey Lurkey

I'm Turkey Lurkey.
Cold or hot,
Look for me,
I'm ________ the pot.



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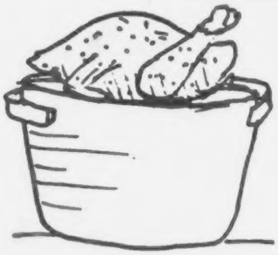

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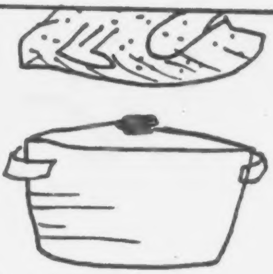

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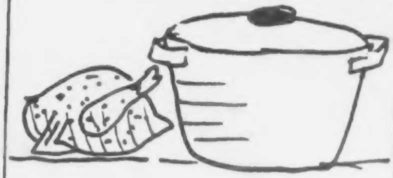

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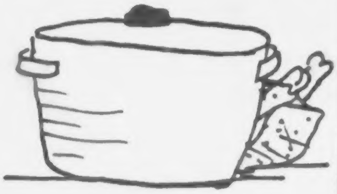

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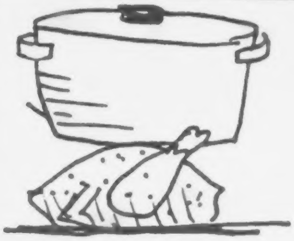


6.

Use one of the following words in each of the boxes: under, behind, next to over, in and on

Name ______________________________

ACTIVITY II-20

Cognitive Skill: Can follow directions

Linguistic Item: Prepositions

Concept: Holiday celebration

Materials:

- picture of a house in which the door can be opened (Student Worksheet II-20)
- small reproductions of Santa
- glue
- stapler
- poem: "Christmas is Coming!"

Christmas is Coming!

Christmas is coming.
Sh! Be quiet as a mouse,
And you can see Santa Claus.
He's behind (next to, under, over, etc.) the house.

PROCEDURES

1. Display picture of the house. Hold Santa in various positions; i.e., above, over, under, next to, behind, in and in front of the house.

2. As teacher positions Santa, students give location.

   Ask: "Where is Santa?"
   Elicit: "He is above the house."

   Ask: "Where is Santa?"
   Elicit: "He is next to the house."

3. To end the activity, put Santa in the house.

4. Give each child several copies of Santa, plus the worksheet showing the house. Say: "Put Santa next to the house." Have students demonstrate.

5. Allow children to assemble the pages in book form. On each page, Santa's picture is glued in the appropriate spot as per teacher's directions. The last page shows Santa in the house. Children may color the pictures, if time allows. The book should be taken home as a Christmas project where they can be colored and "read" to parents and/or siblings.

Christmas is coming,
I'm happy as can be!
Let's hang a star
on the Christmas tree!
(or) Let's put a present
under the Christmas tree!

TEACHER RESOURCES

II-Books

1. Tester, S. R. Over, Under and All Around. Elgin, IL: The Child's World, Inc.
   For use after prepositions were introduced with concrete manipulatives; explores the concept of neighborhood.

2. Word Bird's Circus Surprise. Elgin, IL: The Child's World, Inc.
   Classroom routines are reinforced with prepositions.

3. Rumsey, Helen and Clure, Beth. Matching Hands. Glendale, CA: Bowmar/Noble Publishers, Inc.
   Matching left and right hands: a manipulative book.

4. Hoban, Tara. Over, Under and Through. New York: Macmillan Publishing Co., Inc., 1973.
   Prepositions are taught through pictures.

5. Hoban. Push-pull, Empty-full.
   Prepositions are beautifully demonstrated in this picture book.

6. Hoban. Where is it?
   This book provides a good review of prepositions.

7. Berenstain, Stan & Jan. Inside, Outside, Upside Down. New York: Random House, 1968.
   This book demomstrates the prepositions that the title indicates. Little Bear explores a carton on a truck and gets carried away. By the time he has safely returned, the beginning reader will be exposed to the concepts of inside, outside, and upside down.

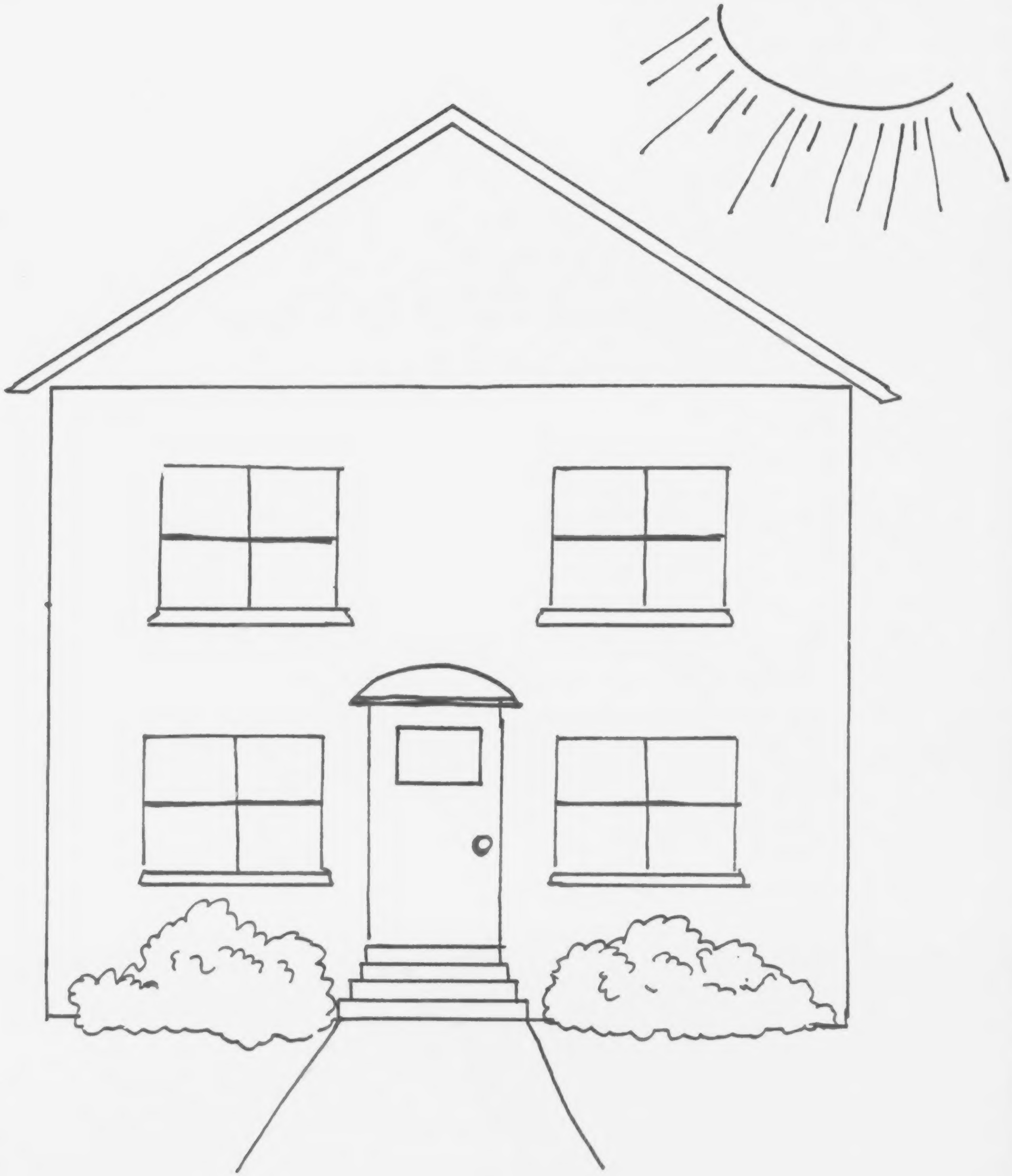
8. Berenstain. Bears in the Night.
   This book demonstrates various prepositions such as in, out, around, and others. A strange noise gets the bears to go investigating. The adventures that follow take them and their readers through the world of prepositions.

9. Berenstain. The Berenstain Bears and the Spooky Old Tree.
   This book demonstrates prepositions such as into, up, through, over, down, and out. Three terrified little bears explore the inside of a mysterious old tree and go into, up, through, over, down, and out of it.

10. Hill, Eric. Where's Spot? New York: G.P. Putnam's Sons, 1980.
    Prepositions are reinforced in this book.

11. Crume, Marion. Follow the Leader. Glendale, CA: Bowmar/Noble Publishers, Inc., 1971.
    This book reinforces the cognitive goal of following directions and the linguistic item of prepositions.

Student Worksheet II-20



Name ______________________________

12. Hanson, Joan. Antonyms. Creative Education, 1982.
    This book beautifully demonstrates various prepositions such as "on top of," "in," "outside," and "inside."

13. Clure, Beth and Rumsey, Helen. Through the Day. Glendale, CA: Bowmar/Noble Publishers, Inc.

14. Chamberlain, Anthony and Stenberg, Kurt. Play and Practice. Skokie, IL: National Textbook Co.
    Activities and games for learning English as a Second Language.

II-Songs

Palmer, Hap. Learning Basic Skills Through Music. Freeport, N.Y.: Educational Activities, Inc.
Tape AC 514--Song: "Put Your Hands in the Air." This song reviews commands and prepositions with the concept of classroom routines. Tape AC 521--Song: "Show Me." This song reviews commands with the concept of school.

Krear, Serafina and Johnson, Barry. Core Record. Lexington, MA: Ginn & Co., 1971.
Song: "Stand Up! Sit Down!" This song reivews commands with the concept of classroom routines.

Kind, Uwe. Tune In To English. New York: Regents Publishing Co., Inc., 1980.
Song: "Turn Right at the Light." This song reviews prepositions with the concept of neighborhood map.

Children's Body Awareness and Movement Exercises. Roslyn Heights, N.Y.: Stallman Records, Inc.
Song: "I Have a Left, Right, Top and Bottom." This is an excellent record for reviewing prepositions.

Activities and Songs for Exceptional Children. Roslyn Heights, N.Y.: Stallman Records, Inc.
Song: "Walk! Don't Run!" This is an excellent record for reviewing commands.

Mellgren, Lars and Walker, Michael. Yes! English for Children, Book A -Teacher's Guide. Reading, MA: Addison-Wesley, 1977.
Song: "If You're Happy," pp. R3-R4. The teacher can adapt this song to include any of the commands he or she wants to review. It can easily be used to reinforce the concept of classroom routines.

Goal III: What Do I See?

LINGUISTIC STRUCTURES

1.1 *To have*--present and past tenses

MODEL I *have* a car.
John *has* three trucks.
I *had* two pencils yesterday.
I *don't have* the doll.
Mary *doesn't have* the crayons.
They *didn't have* the book last night.
Do you *have* two pencils?
Does José *have* a dog?
Did you *have* three crayons yesterday?

1.2 Adjectives and their placement

MODEL Mary has a *red* ball.
I want a *big* boat.
This is a *big,* *blue* ball.
Today is a *sunny* day.

1.3 Present tense of verbs in all forms -- /s/, /z/, /iz/ groupings

MODEL I *jump* rope on a cool day.
Ann *bakes* cookies on a rainy day.
Tommy *flies* a kite on a windy day.
Joey *watches* TV on a snowy day.
We *don't jump* rope on a rainy day.
Ann *doesn't bake* cookies on a hot day.
Do you *wash* the car on a rainy day?
Does Tommy *ride* his bike on a warm day?

1.4 *Yes/no* questions; *or,* *who,* and *when* questions

yes/no questions:

MODEL Do you jump rope on a rainy day?
Does Ann bake cookies on a cold day?
Does Michael have a dog?
Do you have a doll?
Does Mother have a book?

or questions:

MODEL Do you jump rope or bake cookies on a snowy day?
Does Ann wash the car on a sunny day or on a rainy day?

who questions:

MODEL Who has a red ball?
Who washes the car on a sunny day?

when questions:

MODEL When do you rake leaves?
When does Ann swim at the beach?

1.5 Possessive form of nouns

MODEL This is Ann's doll.
Does Mary's brother have a bike?
John's dog is big.

ACTIVITY III-1

Cognitive Skill: Naming and describing; numerical concepts

Linguistic Item: To have, present tense, affirmative form

Concept: Toys

Materials

- various toys or pictures of toys, e.g., a doll, a ball, a telephone
- more than one of the same toy to practice numerical concepts
- Student Worksheet III-1

PROCEDURES

1. Hold up a toy, such as a doll.
   Ask: "What is it?"
   Elicit: "It's a doll."

2. Distribute a toy or a picture of a toy to each student. Go around the room for each child to name what he or she has. Elicit: "I have a (doll)."

3. Follow the same procedure for all pronouns (you, we, they), using pictures of two or three of each item to practice numerical concepts and review plurals.

4. Model: "Mary has (1, 2, 3) _______s. What about John?" (It is helpful to use this question because it encourages the student to use "has" in the response, without having to introduce the interrogative, "What does John have?")

5. Students complete Student Worksheet.

TEACHER RESOURCES

III-1-Books

Allington, Richard. Beg to Learn About Numbers. Milwaukee: Raintree Children's Books, 1979.

Dr. Seuss. One Fish Two Fish Red Fish Blue Fish. New York: Ramdom House, Inc., 1960.
Naming and describing; adjectives; "to have;" present tense.

Hoban, Tana. Count and See. New York: Macmillan Publishing Co., Inc., 1972.
Numerical concepts; numbers.

Over in the Meadow. New York: Scholastic Book Services, 1971.
Numerical concepts; numbers; present tense.

Slobodkin, Florence and Louis. Too Many Mittens. New York: Vanguard Press, Inc., 1958.
Numerical concepts; "to have;" adjectives; numbers.

III-1-Games

The Classification Game (Instructo Activity Kit). Paoli, PA: Instructo Corp., 1977.
Toys.

III-1-Duplicating Masters

We Learn to Classify (#2010, Gr. K-1). Paoli, PA: Instructo Corp., 1977.
Toy store.

TEACHER RESOURCES

III-1-Poems

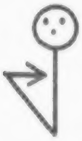
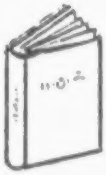
Ten Fingers

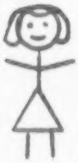
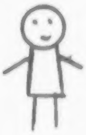
I have ten little fingers,
   (Follow action as rhyme indicates.)
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high.
I can make them jump low.
I can fold them quietly
And hold them just so.

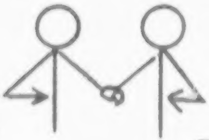
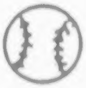
Grayson, Marian F. Let's Do Fingerplays. New York: Van Rees Press, 1969, p. 3.

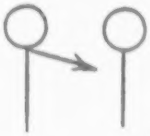
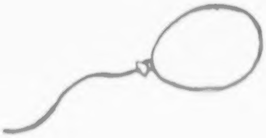
Student Worksheet III-1

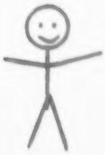
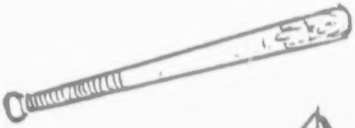
Directions: Write has or have in the blanks.

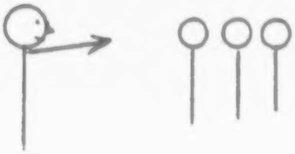
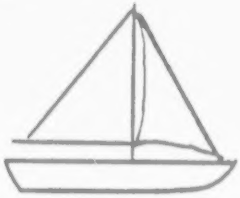
1.  ______________ a 

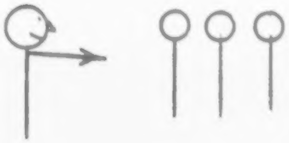
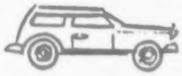
2.  ______________ a 

3.  ______________ a 

4.  ______________ a 

5.  ______________ a 

6.  ______________ a 

7.  ______________ a 

Name ________________________________

ACTIVITY III-2

Cognitive Skills: Naming and describing; numerical concepts

Linguistic Items: Who questions and answers using have/has

Concepts: Toys

Materials:

. a large picture or poster showing people holding objects, e.g., a boy with a boat, a girl with a book

PROCEDURES

1. Display the picture or poster.

   MODEL AND ELICIT

   Who has a (boat)?
   The (boy) has a (boat).
   The (girls) have (books).

   Be sure that the students are familiar with the names of the people and the items they are holding (mother, boy, car, ball).

2. Have the students answer questions about the picture, making sure they use the correct form of "have/has."

3. Encourage the students to ask "who" questions themselves by letting them play "Teacher" and ask questions of the class.

TEACHER RESOURCES

III-2-Chants

Who is Sylvia?

Who has a name that starts with S?
I do.
She does.
What's her name?
Sylvia.
Who has a name that ends with A?
I do.
She does.
What's her name?
Sylvia
Who has a name with a V in the middle?
I do.
She does.
What's her name?
Sylvia.
Who has a name with an L in the middle?
I do.
She does.
What's her name?
Sylvia.
Who is Sylvia?
I am.
She is.
What's her name?
SYLVIA!

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 7.

III-2-Books

Mass, Jeffrey. Oscar the Grouch's Alphabet of Trash. New York: Western Publishing Co., Inc., 1977.

III-2-Picture Sets

Met, Myriam. Easy English Learning Cards. Skokie, IL.: National Textbook Co., 1982.
Picture cards of toys.

III-2-Games

Alphabet Recognition Flash Cards. Paoli, PA: Edu-Cards, 1974.

Learn the Alphabet. Springfield, MA.: Milton Bradley Corp., 1977.
Alphabet flash cards.

ACTIVITY III-3

Cognitive Skill: Naming and describing; numerical concepts

Linguistic Items: To have; present tense, interrogative and negative forms with do/don't

Concept: Toys

Materials:

. play cards of toys (cut pictures and paste them on oaktag)

PROCEDURES

1. Play a guessing game to practice the interrogative form. Give out play cards of toys.
   Student 1: "Guess what I have."
   Student 2: "Do you have a _____?"

2. Play the "Oh, No" game to practice the negative form as follows: hide all cards of the same object.

3. Pretend to look for the object.

4. Then ask accusingly:
   Teacher: "John, do you have the car?"
   Student: "Oh, no, I don't have the car. José has it."*
   Teacher: "José, do you have the car?"
   Student: "Oh, no. I don't have the car. Mary has it."*

* Use only the singular form at first. Pupils repeat the direct object form of the pronouns by rote.

TEACHER RESOURCES

III-3-Books

Kuskin, Karla. James and the Rain, New York: Harper and Row, 1957.
"Do you have...?"

III-3-Filmstrips

The Education Workshops in Language Arts/Oral Development Phonoviewer Program. "The Farling Finds Out About Toys." Morristown, NJ: General Learning Corp., 1970.
Toys and descriptions; questions.

ACTIVITY III-4

Cognitive Skill: Naming and describing; numerical concepts

Linguistic Item: To have, present tense, interrogative and negative forms with do/don't

Concept: Toys

Materials:

. play cards of toys (Cut pictures and paste them on oaktag.)
. Student Worksheet III-4

PROCEDURES

1. Play a guessing game to practice the interrogative form. Give a play card to one student.
   Say: "Guess what John has."
   Elicit: "Does he have a _____?"

2. Play the "Oh, No" game to practice the negative form as follows: display play cards in a pocket chart.

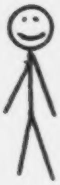
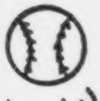
3. Point to a play card.
   Ask: "John, does your (sister) have a _____?"
   Student: "Oh, no, she doesn't have a _____. She has a _____." (Teacher points to play card to elicit the name of another toy.)

   Note: School vocabulary (eraser, book) may be reviewed with this game.

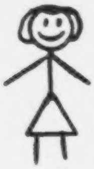
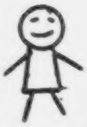
4. Have students complete Student Worksheet.

Student Worksheet III-4

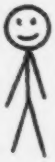
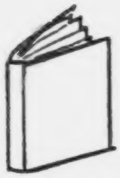
Directions: Write does or doesn't in the blanks.

1. ______________  have a  (ball) ?

2. No, he ______________ .

3. ______________  have a  (doll.) ?

4. No, she ______________ .

5. ______________  have a  (book) ?

6. No, he ______________ .

Name ______________________________

ACTIVITY III-5

Cognitive Skill: Naming and describing; numerical concepts

Linguistic Item: To have, past tense, affirmative form; answering who and or questions, asking yes/no questions; answering in complete sentences

Concept: Toys

Materials:

- a large picture or poster showing people holding objects, e.g., a boy with a boat, a girl with a book
- Student Worksheet III-5

PROCEDURES

1. Play a memory game with students based on the picture, as follows: Give the students a few minutes to look carefully at the picture, and tell them to try to remember as much as they can about it. Then remove the picture from view.

2. Say: "The mother had one book. Who had two books, the girl or the boy?"

3. Students respond: "The boy had two books."

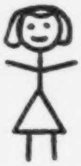
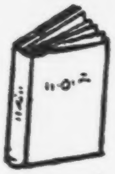
4. Continue asking similar "or" questions to help the students remember.
   Teacher: "Did the girl have one or two dolls?"
   Students: "She had two dolls."

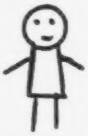
5. Then help the students ask "yes/no" questions among themselves. Use a chain drill.
   Student 1: "Did the girl have a book?"
   Student 2: "No, she had two dolls."
   Student 2: "Did the friend have two dolls?"
   Student 3: "No, he had one boat."
   Student 3: "Did the mother have one boat?" etc.

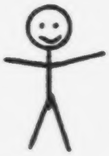
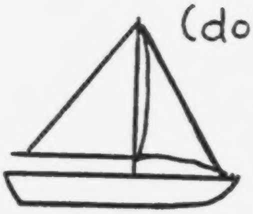
6. Students complete Student Worksheet.

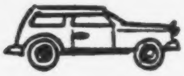
Student Worksheet III-5

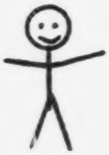
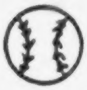
Directions: Write had in the blanks.

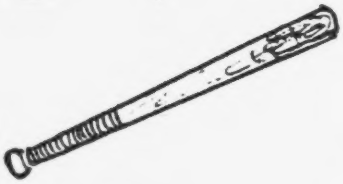
1. Did  have a  ?
(book)

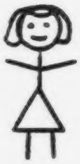
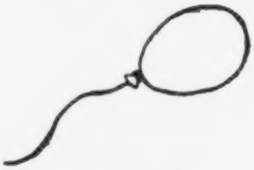
2. No, she ____________ a 
(doll)

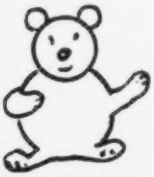
3. Did  have a  ?

4. No, he ____________ a 

5. Did  have a  ?

6. No, he ____________ a 

7. Did  have a  ?

8. No, she ____________ a 
(teddy bear)

Name ______________________________

ACTIVITY III-6

[illegible]

[illegible] past tense, affirmative form

Materials:

. a male puppet or a picture of a man named Jim
. pictures of toys
. various toys

PROCEDURES

1. Hold up the puppet or picture of Jim and hold up a toy or picture of a toy.

2. Say: "Poor Jim, he had a ball, but now he doesn't."

   (No explanation of this form is given at this point. Students repeat it by rote.)

3. Go around the room holding up a picture of a different toy for each student.

4. Elicit: "Poor Jim, he had a __________, but now he doesn't."

5. Variation: Give a student a ball and tell him or her to pass it on to another student.

6. Third student says: "Poor (Tom), he had a ball, but now I have it."

TEACHER RESOURCES

III-6-Fingerplays

My Hat

My hat, it has three corners,
   (Join thumbs and index
   fingers and place on top
   of head.)
Three corners has my hat.
   (Raise three fingers.)
If it did not have three corners,
   (Raise three fingers and
   shake head.)
It would not be my hat.
   (Join thumbs and index fingers
   and place on top of head.)

Grayson, Marian F. Let's Do Fingerplays. New York: Van Rees Press, 1962, p. 17.

ACTIVITY III-7

Cognitive Skill:	Naming and describing
Linguistic Item:	To have, past tense, affirmative, negative and interrogative forms
Concept:	Toys

Materials:

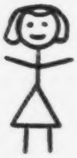
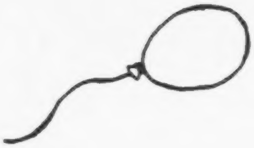
- a large picture or poster showing people holding objects (from Activity III-6)
- display or picture cards of a mother, a doll, a book, etc.
- Student Worksheet III-7

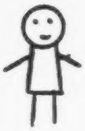
PROCEDURES

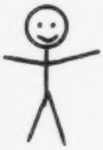
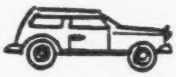
1. Using the pictures as cue cards, ask questions that you know will produce a negative response.
2. Ask: "Did the mother have a doll?"
3. Elicit: "No, she didn't have a doll. She had a (book)."
4. Aid the students to form questions. Hold up two display cards: the subject (e.g., mother) and the object (e.g., doll).
5. Elicit: "Did (the mother) have (a doll)?"
6. Continue with a chain drill, practicing asking and answering questions based on the large picture.
7. Students complete Student Worksheet.

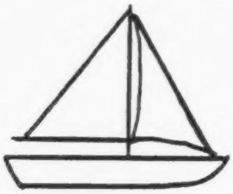
Student Worksheet III-7

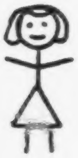
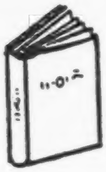
DIRECTIONS: Write have or had in the blanks.

1.  didn't __________ a 

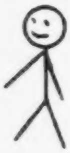
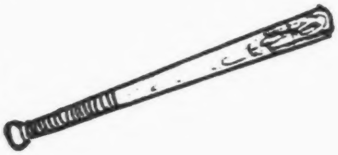
2. She __________ a 

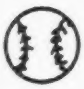
3.  didn't __________ a 

4. He __________ a 

5.  didn't __________ a 

6. She __________ a

7.  didn't __________ a 

8. He __________ a 

Name ____________________

ACTIVITY III-8

Cognitive Skill: Naming and describing

Linguistic Item: Adjectives and their placement

Concept: Colors and toys

Materials:

- colored pictures of toys or teacher-made pictures that are colored in only one basic color - a red ball, green ball, blue boat, yellow boat (It is important to have at least two pictures of each toy, but in different colors, as it forces the students to name the color of the toy when identifying it. Use puppets if available.)
- pocket chart

PROCEDURES

1. Place pictures in a pocket chart.

2. Play "Toy Store." Have one student be the salesclerk, another the customer.

3. Model the dialogue for the students using puppets:

Toy Store

Customer: Hello, Mr. Kent.
Salesclerk: Hello, John. What would you like today?
Customer: I want a boat.
Salesclerk: Do you want a red boat or a green boat?
Customer: I want a green boat. Here's the money.

4. Encourage students to participate as either character. Do not expect perfection in their production of the dialogue. The objective is to place the adjective before the noun correctly.

TEACHER RESOURCES

III-8-Books

Allington, Richard. Beginning to Learn About Colors. Milwaukee: Raintree Children's Books, 1979.

Allington, Richard and Cowles, K. Beginning to Learn About Touching. Milwaukee: Raintree Children's Books, 1979.

Berkley, Ethel S. Big and Little, Up and Down. Reading, MA: Young Scott Books, 1951.
Naming and describing; big/little; adjectives; "yes/no" questions.

Hoffman, Beth Greiner. Red is for Apples. New York: Random House, Inc., 1966.
Naming and describing; adjectives; colors.

Kingsley, Emily Perl. Big Bird and Little Bird's Big and Little Books. New York: Western Publishing Co., Inc., 1977.
Naming and describing; adjectives; big/little.

Lamorisse, A. The Red Balloon. New York: Doubleday & Co., Inc., 1956.
Naming and describing; colors; adjectives.

Senling, Barabara. The Great Big Elephant and the Very Small Elephant. New York: Scholastic Book Services, 1977.
Naming and describing; adjectives; big/little.

Shapp, Martha and Charles. Let's Find Out What's Big and What's Small. Eau Claire, WI: E.M. Hale & Co., 1964.
Naming and describing; present tense; adjectives; big/small.

Tester, Sylvia Root. A World of Colors. Elgin, IL: The Child's World, Inc., 1976.

III-8-Films

Ward, Elaine M. "Colors" in The Complete Story Tree Book/Filmstrip Series. DLM Argus Communications, 1981.

TEACHER RESOURCES

III-8-Games

Go Fish Card Game. Edu-Cards, 1951.

III-8-Chants

POLKA DOT PAJAMAS

I woke up early,
early in the morning.
Got out of bed,
comfortable bed.
Jumped on the pillow,
soft pillow.
Stood on my head,
hard head.
Took off my pajamas,
polka dot pajamas.
Put on my clothes,
beautiful clothes.
Brushed my teeth,
nice white teeth.
Blew my nose,
tiny little nose.
Had my breakfast,
great big breakfast.
Fed the cat,
fat cat.
Went back to my room,
nice little room.
Opened the door,
great big door.
Saw my pajamas,
polka dot pajamas.
On the floor,
polka dot pajamas.
Picked them up,
polka dot pajamas.
Put them in a drawer,
polka dot pajamas.
Picked up my books,
three or four.
Said goodbye to Mama,
And ran out the door.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 69.

TEACHER RESOURCES

III-8-Picture Sets

Millstein, Bethanie. Language Structure Simplified, Kit 2. Freeport, NY: Educational Activities, 1977.
Descriptive adjectives.

III-8-Poems

"Funny" People

You are red and I am green.
You're the funniest person I've seen.
She is yellow and they are white.
Such colors give me a terrible fright!
He is black and you are brown?
What kind of people live in this town?
I bet these "funny" people
Do and say crazy things all year.
What? You say....
You love your family?
You like to play?
You think parties and games are fun?
You can't wait to get your homework done?
You love to eat good food?
You hate it when your teacher is in a bad mood?
School is a bore and a drag?
You hate it when your brothers and sisters nag?
You sometimes feel happy, hungry, hot, cold or sad?
Having fun with friends makes you glad?
You have wishes and wonderful dreams?
Wow, I can't believe it, because it seems
That brown, white, yellow, black, red or green...
What does it all really mean?
Well, I guess that you can see,
That though we look different,

WHY, YOU FEEL JUST LIKE ME!

- by Marion Klar

TEACHER RESOURCES

III-8-Songs

Different Colors

Different colors, yes, yes, yes, yes.

(1) Red, blue, purple, white; brown, green, yellow, black:
They're different. They're different colors.

Red, blue, purple, white; brown, green, orange, pink:
They're different. They're different colors.

Is it red or blue? Is it purple or white? Is it brown or green?
What color is this? What color is that?

Red, blue, purple, white; brown, green, yellow, black:
They're different. They're different colors.

(2) Are these red? Yes, they are. Are those red? No, they aren't.
They're different. They're different colors.
Are these blue? Yes, they are. Are those blue? No, they aren't.
They're different. They're different colors.

Are these red or black? Are these purple or pink? Are those orange or green?
What color are these? What color are those?

Are these green? Yes, they are. Are those green? No, they aren't.
They're different. They're different colors.

(Color)

Red, blue, __________, __________. Purple, white, __________, ____________.
Brown, green, __________, __________. Yellow, black __________, __________.
Orange, pink, __________, __________. Different colors.

Kriar, Serafina and Johnson, Barry. Language Games and Songs for Core English. Lexington, MA: Ginn and Co., 1971.

ACTIVITY III-9

[illegible]

Materials:

. toys - a boat, a ball, a doll
. puppets, if available

PROCEDURES

1. Play "Lost and Found." Have student pretend to go to the school office or store office to find something his or her friend (brother, sister) lost.

2. Reinforce "yes/no" questions with "to be" questions and possessive adjectives.

3. Model the dialogue for the students.

Lost and Found

A: John lost his toy.
B: What kind of toy?
A: A boat.
B: Is this John's boat?
A: No. John's boat is blue. Here it is!

4. Have one student take part A, the teacher takes part B. Practice dialogue.

5. Continue the dialogue, substituting other students' names while reinforcing possessive form of nouns, colors, and names of toys.

TEACHER RESOURCES

III-9-Books

Dr. Seuss. The King's Stilts. New York: Random House, Inc., 1939.
Naming and describing; possessive form of nouns; toys.

Ormskv, Virginia H. Twenty-One Children. New York: J. B. Lippincott Co., 1957.
Numerical concepts; possessive form of nouns; numbers; school items.

The Three Bears (any edition)
Naming and describing; possessive form of nouns (Baby Bear's chair).

TEACHER RESOURCES

III-9-Fingerplays

Grandma's Spectacles

Here are Grandma's spectacles,
(Make circles with thumbs and index fingers placed over eyes.)
And here is Grandma's hat.
(Join hand at fingertips and place on top of head.)
And here's the way she folds her hands
(Fold hands and place gently in lap.)
And puts them in her lap.

Here are Grandpa's spectacles,
(Make larger circle with thumbs and index fingers placed over eyes.)
And here is Grandpa's hat.
(Make larger pointed hat as above.)
And here's the way he folds his arms
(Fold arms with vigor.)
And sits like that.

Grayson, Marian F. Let's Do Fingerplays. New York: Van Rees Press, 1969.
Possessive form of nouns; present tense, third person singular.

In Our House

Here are Mother's knives and forks.
(Interlace fingers of both hands, palms out. The fingers point up.)
Here is Father's table.
(Turn hands over. Fingers point down.)
Here is Sister's looking glass.
(Point forefingers & thumbs at two right angles to form the sides of a mirror.)
And here is baby's cradle.
(Point forefingers and little fingers up. Rock both hands sideways.)

Lancaster, Louise. Introducing English. Boston: Houghton Mifflin Co., 1966, p. 278.

ACTIVITY III-10

[illegible]

Materials:

- a book about the weather or activities for different kinds of weather (e.g., Smith, William J. It Rains - It Shines. New York: Harvey House, Publishers, 1967.)
- pictures showing different kinds of weather (Teacher Resource III-10)
- drawing materials

PROCEDURES

1. Introduce the concept of weather by mentioning today's weather.
2. Say: "Today is (sunny). It's a (sunny) day."
3. Read the weather book.
4. Show the class the weather pictures (Teacher Resource III-10). Point to each and describe it. Say: "This is a rainy day."
5. Have students draw pictures illustrating different kinds of weather.
6. Have the students describe their pictures by saying: "This is a (sunny) day."

TEACHER RESOURCES

III-10-Books

Branley, Franklyn M. What Makes Day and Night. New York: Thomas Y. Crowel Co., 1961.
Naming and describing; adjectives; present tense; day/night.

Dr. Seuss. The Cat in the Hat. New York: Random House, Inc., 1957.
Naming and describing; adjectives; weather.

Dr. Seuss. The Cat in the Hat Comes Back.
Naming and describing; adjectives; weather.

Fisher, Aileen. Sleepy Heads. Glendale, CA: Bowmar/Noble Publishers, Inc., 1973.
Naming and describing; present tense; day/night.

Knotts, Howard. The Winter Cat. New York: Harper & Row, 1972.
Naming and describing; day/night; weather; present tense.

Kuskin, Karla. James and the Rain. New York: Harper & Row, Publishers, Inc., 1957.
Naming and describing; present tense.

Miles, Betty. A Day of Summer. New York: Alfred A. Knopf, 1960.
Naming and describing; adjectives; weather.

Moncure, Jane Belk. Spring is Here. Elgin, IL: Child's World, 1975.
Naming and describing; past tense.

Moncure. Fall is Here.
Moncure. Winter is Here.
Moncure. Summer is Here.

III-10-Picture Sets

Met, Myriam. Easy English Learning Cards. Skokie, IL: National Textbook Co., 1982.

III-10-Filmstrips

Reynolds, Barbara. "Dramatic Play/Seasons" Phonoviewer Programs. Morristown, NJ: General Learning Corp., 1970.

III-10-Duplicating Masters

Liebowitz, Dorothy Gabel. "Seasons and Weather" in The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980, #27.

III-10-Chants

The Sun is Shining

The sun is shining.
I love the sun.

Me too.

The sun is shining.
I love the sun.

Me too.

The sun is shining.
I love the sun.
The sun is shining today.

It's raining today.
I love the rain.

Not me.

It's raining today.
I love the rain.

Not me.

It's raining today.
I love the rain.
It's raining, raining today.

It's snowing today.
I love the snow.

I'm cold.

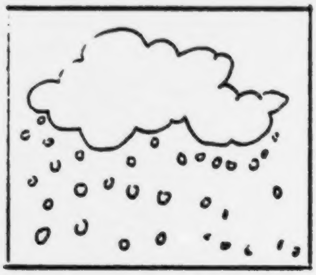
It's snowing today.
I love the snow.

I'm cold.

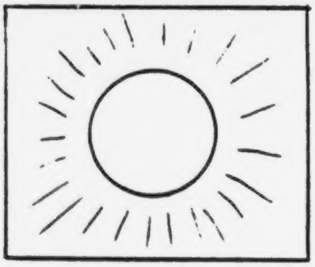
It's snowing today.
I love the snow.
It's snowing, snowing today.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 19.

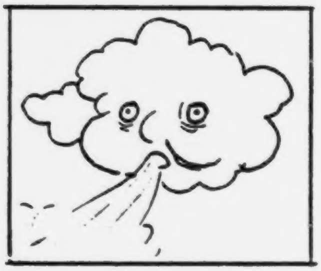
Teacher Resource III-10-Weather Pictures



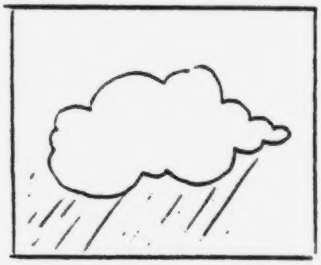
snowy day



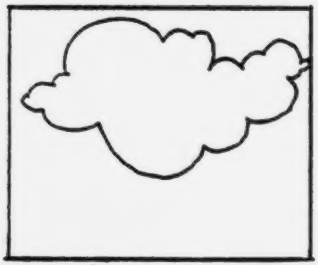
sunny day



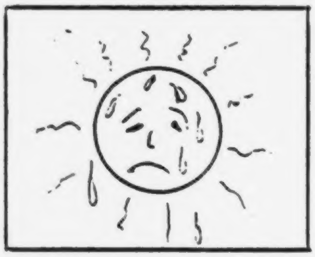
windy day



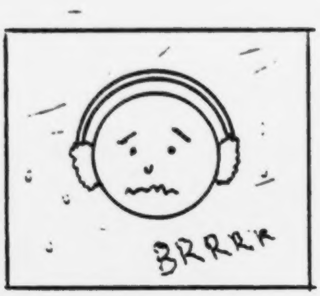
rainy day



cloudy day



hot day



cold day

ACTIVITY III-11

Cognitive Skill: Naming and describing

Linguistic Items: Present tense of selected verbs (third person [s] ending), affirmative form

Concepts: Weather

Materials:

. weather pictures drawn by students
. pictures of types of weather not already illustrated by students
. activity pictures illustrating [s] verbs (Teacher Resource III-11)

[s] Verbs Activity Pictures

- bakes cookies
- helps mother
- makes the bed
- mops the floor
- rakes leaves
- shuts the windows
- jumps rope
- points to pictures
- skates outside
- sleeps late
- sweeps the floor
- walks the dog
- works hard
- wraps presents
- writes letters
- plants seeds

PROCEDURES

1. Use students' weather pictures and discuss what they do on such a day.

2. Say: "What do you do on a (rainy) day?" "Do you go outside or stay inside?"

3. Show activity pictures. If students' English is very limited, let them point to a chosen activity for a particular type of weather and give them the name of that activity. For example, if a student points to a picture of a rainy day and to a picture of someone painting a picture, say: "Oh, you paint pictures on a rainy day."

4. Encourage students to say sentences about each weather picture.

TEACHER RESOURCES

III-11-Books

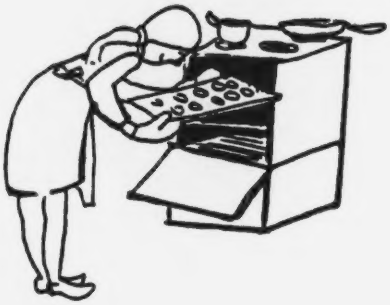
Kessler, Ethel and Leonard. Big Red Bus. New York: Doubleday & Co., Inc. 1957. Naming and describing; present tense; descriptive verbs; noises; big/small.

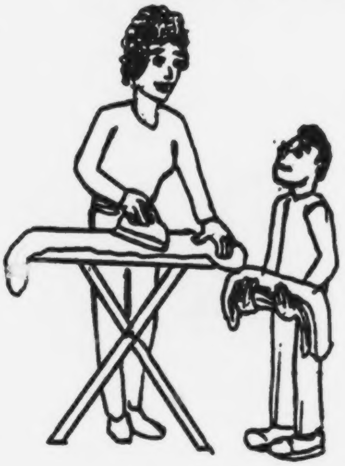
Showers, Paul. The Listening Walk. New York: Thomas Y. Crowell, Co. 1961. Naming and describing; describing sounds; present tense; day/night.

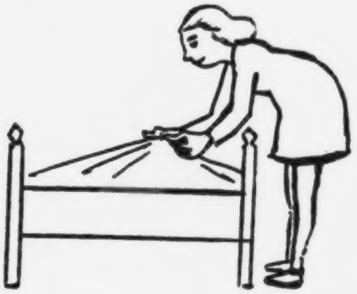
III-11-Games

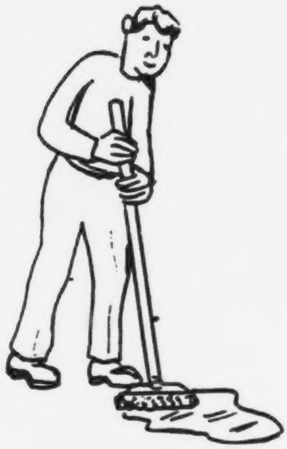
We Dress For the Weather (#285). Paoli, PA: Instructo Corp., 1967.

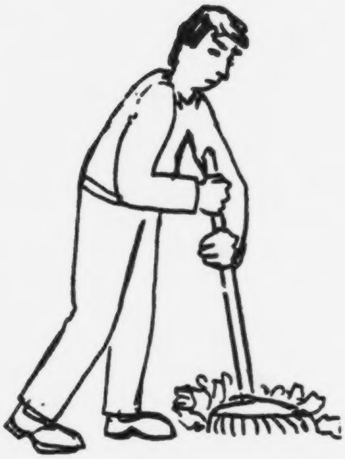
Teacher Resource III-11-Activity Pictures

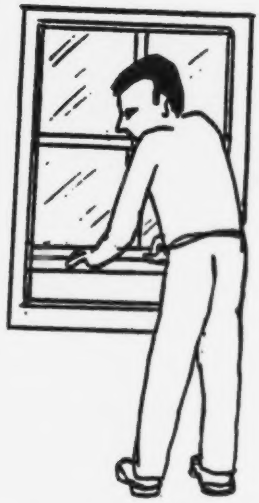


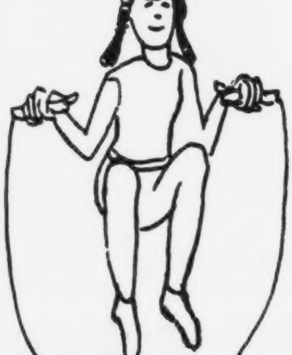


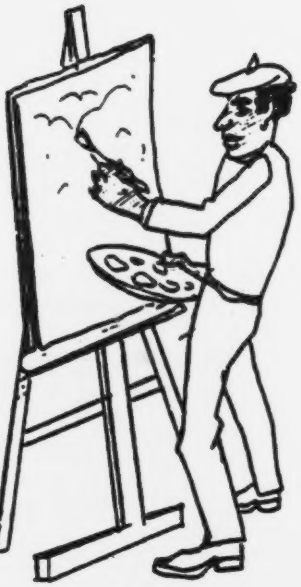


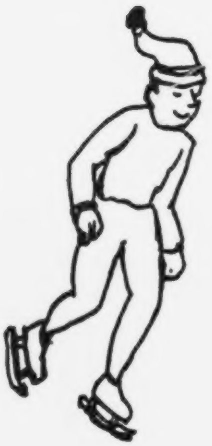




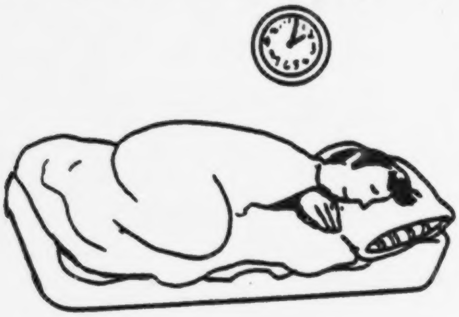


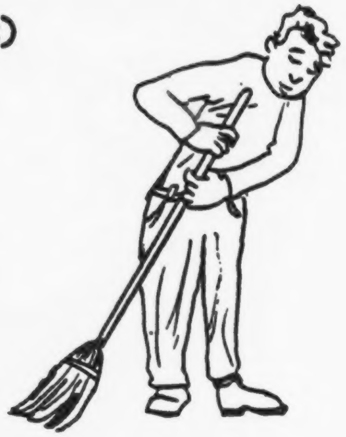


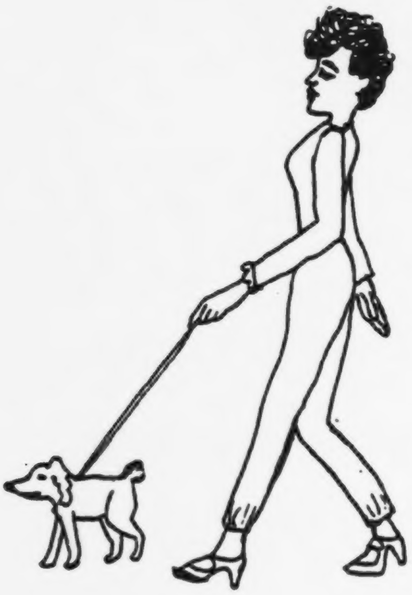


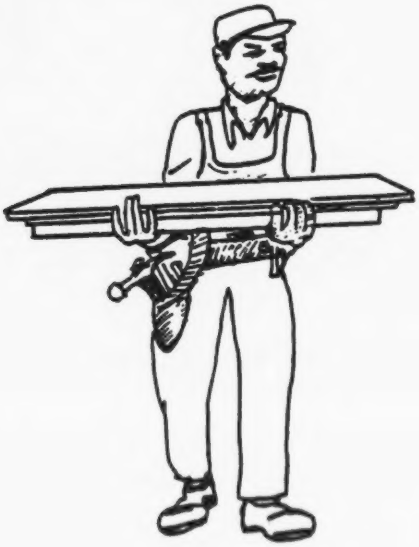


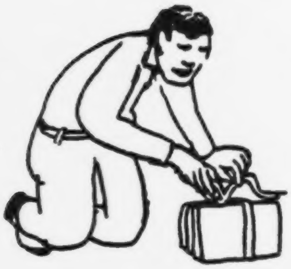
Teacher Resource III-11-Activity Pictures (con't)

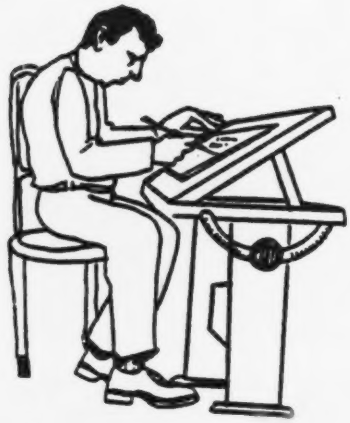


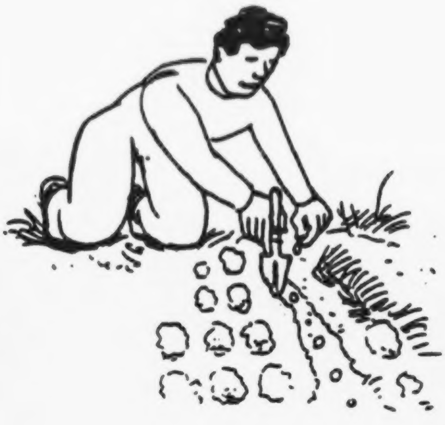












TR III-11 (p. 2 of 2)

ACTIVITY III-12

[illegible] Naming and describing

[illegible] Present tense of selected verbs (third person singular [s] [illegible] affirmative form.

[illegible]

Materials:

. a puppet named Ann
. [s] verbs activity pictures (See Teacher Resource III-11.)
. weather pictures (sunny day, rainy day, etc.)
. pocket chart

PROCEDURES

1. In one hand, hold up the puppet named Ann. In the other, hold up a picture of an activity from the [s] group.

2. Have all the weather pictures displayed in a pocket chart to help students recall them for sentence practice.

3. Say: "Ann (bakes cookies) on a (rainy) day."

4. Students repeat sentence.

5. Continue, using the other pictures.

6. MODEL AND ELICIT

   Ann sleeps late on a cloudy day.
   Ann skates outside on a sunny day.
   Ann paints pictures on a windy day.
   Ann sweeps the floor on a calm day.
   Ann jumps rope on a cool day.
   Ann shuts the windows on a cold day.
   Ann plants flowers on a warm day.
   Ann makes lemonade on a hot day.

7. Encourage the students to make up different sentences. Accept any reasonable response.

TEACHER RESOURCES

III-12-Chants

GUS ALWAYS TAKES THE BUS

Gus always takes the bus.
Why?
Gus always takes the bus.
Why?
Why does he take the bus?
Because he loves it.
He loves it.
Elaine always takes the plane.
Why?
Elaine always takes the plane.
Why?
Why does she take the plane?
Becuase she likes it.
She likes it.
Jane never takes the train.
Why not?
Jane never takes the train.
Why not?
Why doesn't she take the train?
Because she hates it.
She hates it.
Mike always rides his bike.
Why?
Mike always rides his bike.
Why?
Why does he ride his bike?
Because he loves it.
He loves it.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 17.

III-12-Books

Blance, Ellen and Cook, Ann. Monster Looks for a Friend. Glendale, CA: Bowmar/Noble Publishers, 1974.
Namimg and describing; present tense, third person singular.

Blance and Cook. Monster Looks for a House.
Naming and describing; present tense, third person singular.

Smith, William J. It Rains - It Shines. New York: Harvey House Publishers, 1967.
Naming and describing; present tense; weather.

ACTIVITY III-13

Cognitive Skill: Naming and describing

Linguistic Items: Present tense of selected verbs (third person singular [z] ending), affirmative form.

Content: Weather.

Materials:

. a puppet named Ann
. [z] verbs activity pictures(See list below and Teacher Resource III-13.)
. weather pictures from Activity III-12 (sunny day, rainy day, etc.)
. pocket chart

[Z] Verbs Activity Pictures

shovels snow
builds model airplanes
cleans the room
rides a bike
draws pictures
climbs a tree
runs in the park
feeds birds in the park
plays baseball
swims at the beach

PROCEDURES

1. In one hand, hold up the puppet named Ann. In the other, hold up a picture of an activity from the [z] group.

2. Display all weather pictures in a pocket chart to help students recall them for sentence practice.

3. Say: "Ann (shovels snow) on a (snowy) day."

4. Students repeat sentence.

5. Continue, using the other pictures.

6. MODEL AND ELICIT

   Ann builds model airplanes on a windy day.
   Ann cleans her room on a cold day.
   Ann rides a bike on a sunny day.
   Ann draws pictures on a rainy day.
   Ann climbs a tree on a warm day.
   Ann runs to the park on a cool day.
   Ann feeds birds in the park on a clear day.
   Ann swims at the beach on a hot day.

7. Encourage the students to make up different sentences. Accept any reasonable response.

TEACHER RESOURCES

III-13-Books

Blance, Ellen and Cook, Ann. Monster Cleans His House. Glendale, CA: Bowmar/Noble Publishers, Inc., 1973.
Naming and describing; present tense, third person singular.

Blance and Cook. Monster Comes to the City.
Naming and describing; present tense, third person singular.

III-13-Chants

What Color Is the Sun?

What color is the sun?
The sun is gold.
How does it feel?
Nice and warm.
What color is the snow?
The snow is white.
How does it feel?
Nice and cold.
The sun feels good.
How does it feel?
The sun feels good.
How does it feel?
The sun is warm.
The sun is gold.
The snow is white.
The snow is cold.
The sun feels good.
How does it feel?
The sun feels good.
How does it feel?
The sun feels warm.
The snow feels cold.
The snow is white.
The sun is gold.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 41.

TEACHER RESOURCES

III-13-Poems

Every day we stamp our feet and touch our toes.
Every day if she wears red, she puts her hand upon her head.
Every day if he wears brown, he reaches up and he reaches down.
Every day if she wears blue, she bends down and touches her shoe.
Every day if he wears black, he steps forward and then steps back.
Every day if she wears white, she jumps and hops to the right.
Every day if he wears green, he jumps around like a jumping bean.
Every day if he wears yellow, he wears a big smile like a funny fellow.
Every day we stamp our feet and touch our toes.

Adaptation of poem
"Up and Down" from YES! Book C, p. 100.

- - - - - - - - - - -

The Naughty Soap Song

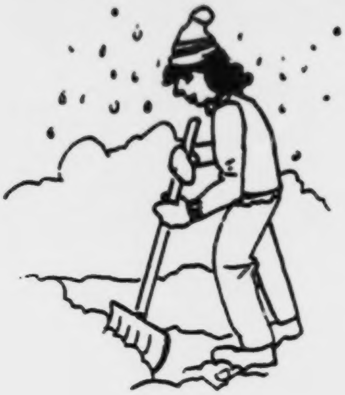
Just when I'm ready to
Start on my ears,
That is the time that my
Soap disappears.

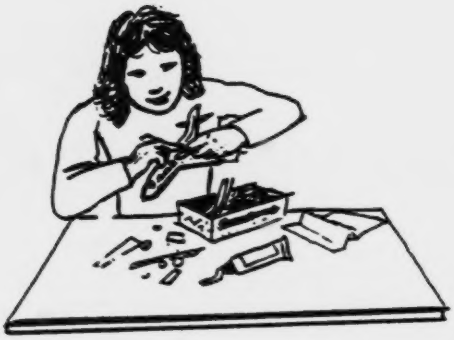
It jumps from my fingers and
Slithers and slides
Down to the end of the
Tub, where it hides,

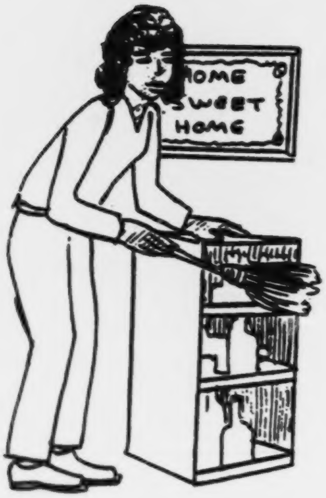
And acts in a most diso-
Bedient way.
And that's why my soap's growing
Thinner each day.

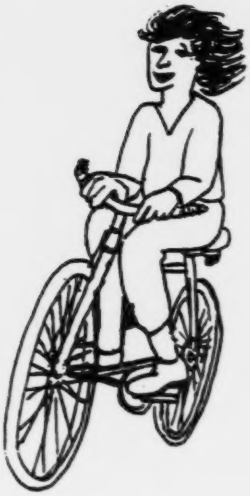
Aldis, Dorothy. All Together. New York: G.P. Putnam's Sons, 1952, p. 99.

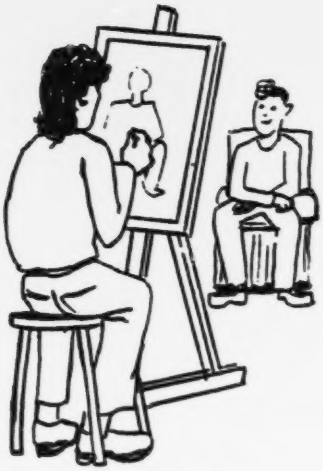
Teacher Resource III-13-Activity Pictures





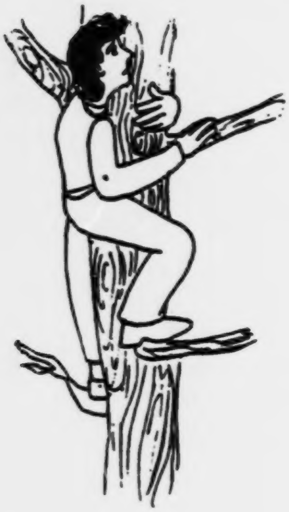

HOME
SWEET
HOME

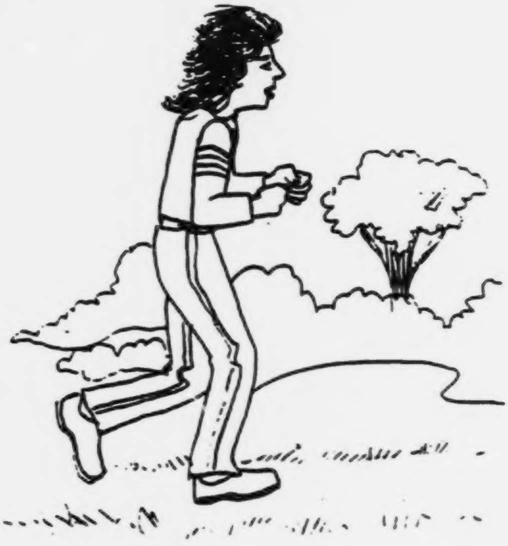


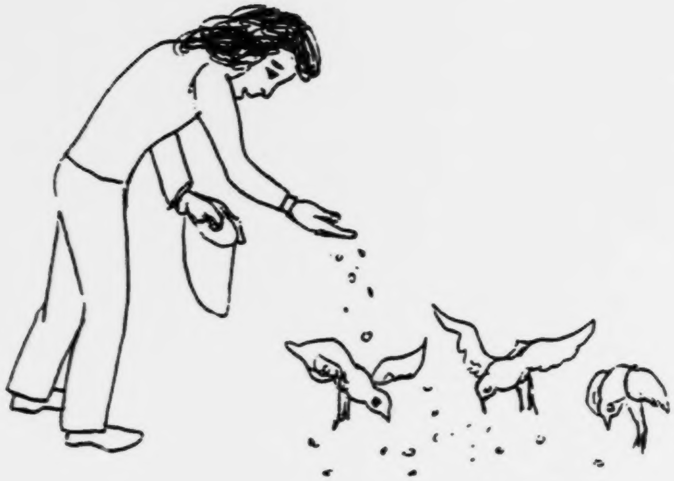


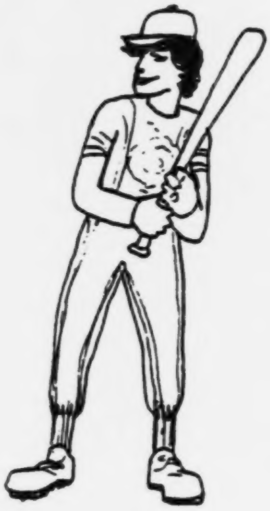
TR III-13 (p. 1 of 2)

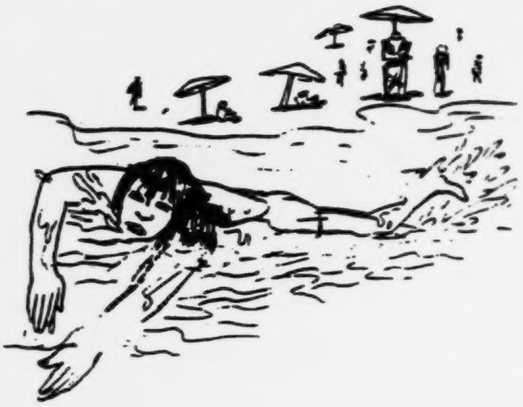
Teacher Resource III-13-Activity Pictures (con't)











TR III-13 (p. 2 of 2)

ACTIVITY III-14

Cognitive Skill: Naming and Describing

[illegible] (third person singular [iz]

[illegible]

Materials:

- a puppet named Ann
- [iz] verbs activity pictures (See list below and Teacher Resource III-14.)
- weather pictures from Activity III-12
- pocket chart

[iz] Verbs Activity Pictures

dresses in warm clothes
watches TV
washes father's car
catches cold
relaxes inside
relaxes outside
dances to records
fixes a bicycle
exercises outside
polishes shoes
bounces on the bed
splashes water at the beach

PROCEDURES

1. Display all weather pictures in a pocket chart to help students recall them for sentence practice.

2. In one hand, hold up the puppet named Ann. In the other, hold up a picture of an activity from the [iz] group.

3. Say: "Ann (watches TV) on a (rainy) day."

4. Students repeat sentence.

5. Continue, using the other pictures.

6. MODEL AND ELICIT

Ann dresses in warm clothes on a cold day.
Ann washes the car on a warm day.
Ann relaxes outside on a hot day.
Ann exercises outside on a cool day.
Ann dances to records on a snowy day.
Ann bounces on the bed on a windy day.

TEACHER RESOURCES

III-14-Filmstrips

"Mr. Verb's Magic Show: Regular Verb Endings s, ed, and ing " in Learning With Laughter Series. New York: Prentice Hall Media, Scott Graphics, JH6220, 1979.

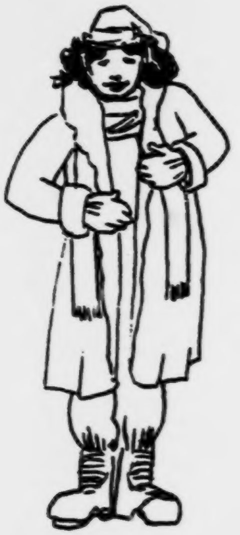
III-14-Fingerplays

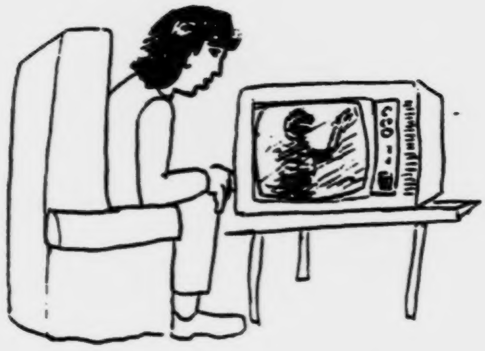
Bedtime

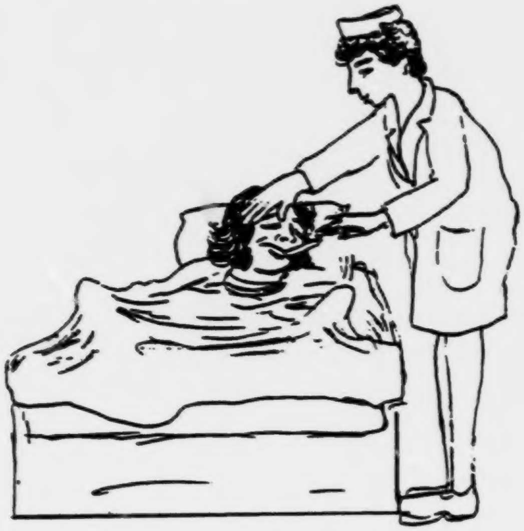
This little fellow is ready for bed,
(Extend index finger.)
Down on the pillow he lays his head;
(Lay fingers in palm of other hand.)
Pulls up the covers, snug and tight,
(Close fingers over "fellow" in palm.)
And this is the way he sleeps all night.
(Close eyes.)
Morning comes and he opens his eyes.
(Open eyes.)
Quickly he pushes the covers aside;
(Open fingers.)
Jumps out of bed, puts on his clothes,
(Let opposite hand dress "fellow.")
And this is the way to school he goes.
(Walk two fingers up opposite arm.)

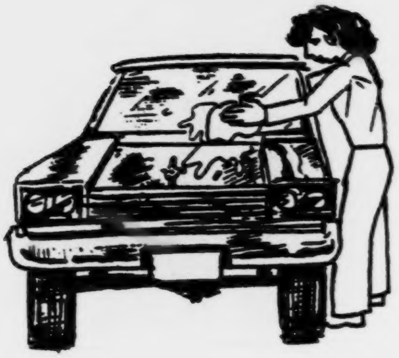
Grayson, Marion F. Let's Do Fingerplays Washington, D.C.: Robert B. Luce, Inc., 1969, p. 101.

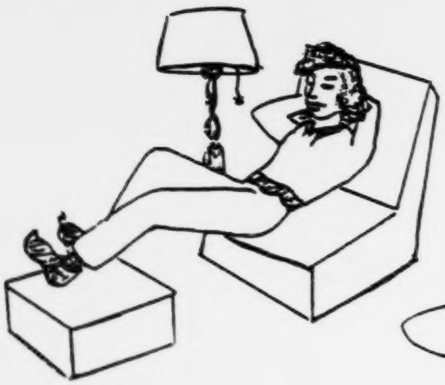
Teacher Resource III-14-Activity Pictures

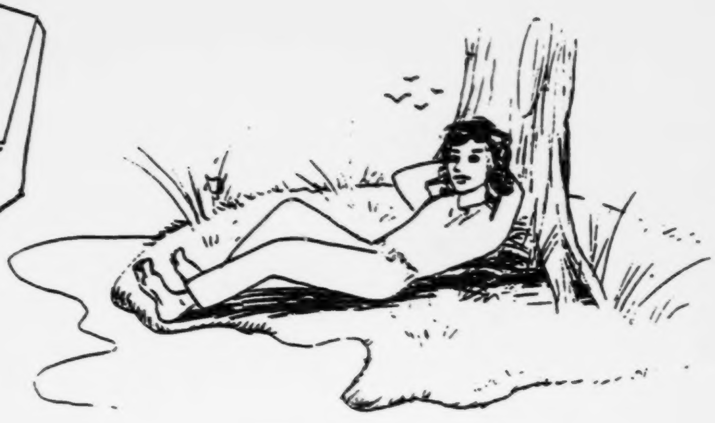




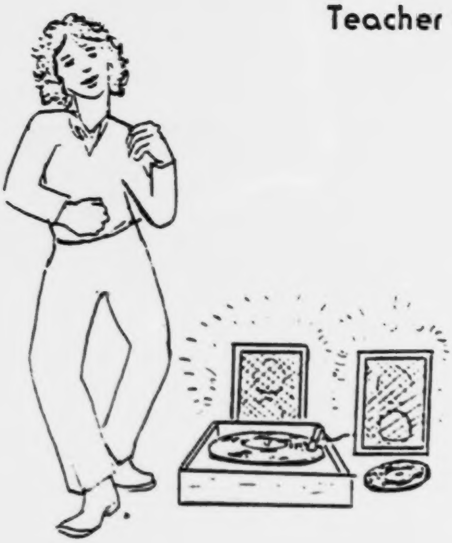


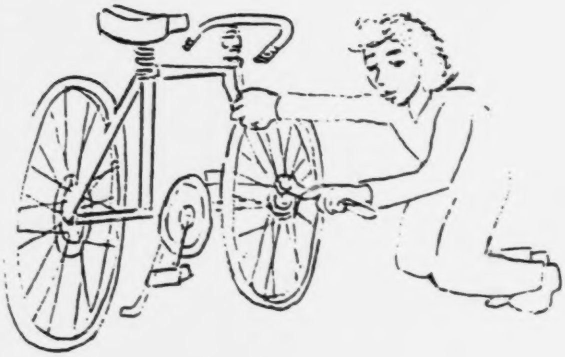


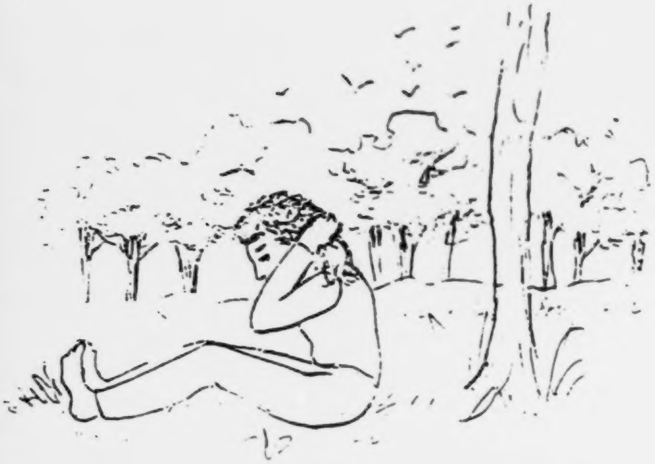


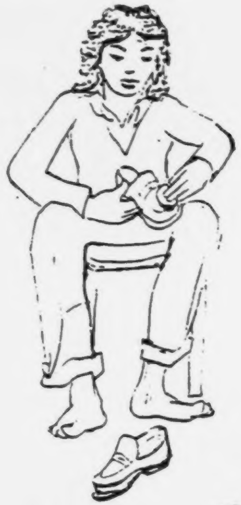


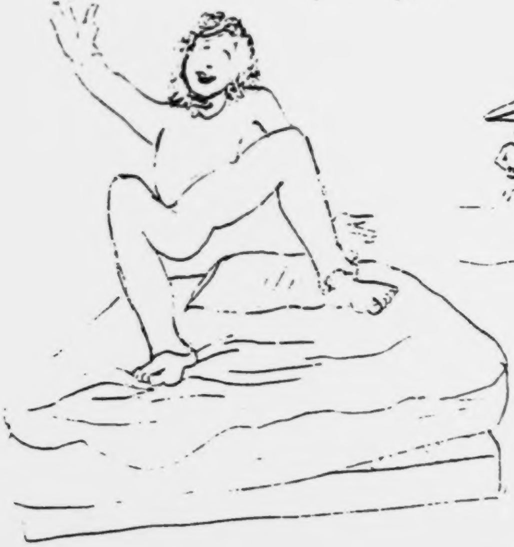
Teacher Resource III-14-Activity Pictures (con't)

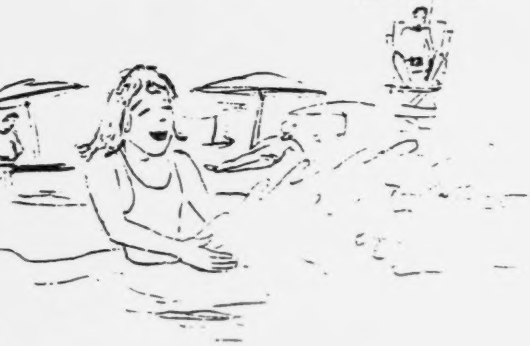












ACTIVITY III-15

Cognitive Skill: Naming and Describing

[illegible]

Concept: [illegible]

Materials:

- activity pictures (e.g., planting seeds, washing the car, swiming at the beach)
- weather pictures from Activity III-12
- a puppet named Ann

PROCEDURES

1. Hold up two pictures, one an activity picture and the other a weather picture. Make the combination silly: wash the car/a rainy day. Refer to the puppet Ann, and give examples of silly sentences.
2. Say: "Ann doesn't wash the car on a rainy day."
3. Students repeat.
4. Have students choose two pictures and form sentences about them, such as:

   "Ann doesn't plant seeds on a rainy day."
5. Continue with other pictures.
6. Substitute students' names to reinforce use of "doesn't" with pronouns "he" and "she."

TEACHER RESOURCES

III-15-Poems

MY NOSE

It doesn't breathe;
It doesn't smell;
It doesn't feel
So very well.

I am discouraged
With my nose:
The only thing it
Does is blows.

Aldis, Dorothy. All Together. New York: G.P. Putnam's Sons, 1952, p. 126.

ACTIVITY III-16

Cognitive Skill: Naming and describing

Linguistic Skill: Pronouns (personal, nominative) [illegible] verbs, negative forms [illegible]

Concepts: Weather

Materials:

. activity pictures from Activity III-15
. weather pictures from Activity III-12
. picture cards or word cards for pronouns "I," "you," (singular and plural), "we," "they"
. pocket chart

PROCEDURES

1. Display three cards in pocket chart: one pronoun card, one activity card, and one weather card. Make the combination silly: I/plant seeds/snowy day.
2. Say: "I don't plant seeds on a snowy day." Students repeat.
3. Have students choose two pictures (activity and weather) and form sentences about them using the pronoun "I," such as: "I don't swim at the beach on a windy day."
4. Continue with other activity and weather pictures.
5. Then change the pronoun card "I" to "You." Ex.: "You don't swim at the beach on a windy day."
6. Continue, substituting all pronouns.

TEACHER RESOURCES

III-16-Poems

AFTER MY BATH

After my bath I splash about
Till it's time to pull the stopper out.

Then what gurgles and what roars
As down the drain the water pours!

I don't go too, though. I'm too fat.
And every day I'm glad of that.

Aldis, Dorothy. All Together. New York: G.P. Putnam's Sons, 1952, p. 165.

ACTIVITY III-17

[illegible]

[illegible]

[illegible]

Materials:

- a puppet named Ann
- activity pictures of [s], [z], [iz] verbs
- weather pictures from Activity III-12
- pocket chart
- drawing materials

PROCEDURES

1. Display the puppet named Ann, several activity pictures, and several weather pictures in a pocket chart.
2. Review sentences about what Ann does on a rainy day, a windy day, etc. Say: "Ann cleans her room on a rainy day."
3. Explain to students that they are going to make a book about Ann's activities on each kind of day.
4. Have each student choose a weather picture and draw an activity that Ann does on that day.
5. Have each student write a sentence (or say a sentence for the teacher to write) on this drawing.
6. Collect all pictures and put them together to form a book.
7. Have the students decide on a title for the book.

TEACHER RESOURCES

III-17-Songs

Horace's Tale

1. Old Horace lives with me.
When he comes home at three,
He bangs on the door,
He rolls on the floor,
And comes to sit with me.

2. He watches my T.V.;
He sits right on my knee.
He takes a nap
Upon my lap:
That's where he likes to be

(Chorus)

Ba ba ba ba ba ba (through one verse)

3. Old Horace drinks a lot;
He drinks right from the pot;
His favorite drink
Is milk, I think;
He likes it when it's hot.

4. He eats food from a can;
He likes it just one way:
It doesn't last;
He finishes fast;
He eats it every day.

(Chorus)

5. He goes out in his coat;
He likes to dress in fur;
He always knows
That when he goes
His girlfriend starts to purr.

6. He walks along the street,
And everytime he meets
A pretty girl,
He follows her,
And then he cleans his feet.

(Chorus)

7. He always chases birds;
He doesn't say a word;
He looks at one
And starts to run.
He catches it for fun.

8. Old Horace has good eyes;
He sees things in the dark;
He walks around
Without a sound;
He sleeps out in the park.

(Chorus)

9. Old Horace isn't short;
Old Horace isn't fat;
He's very sweet;
He has four feet;
Old Horace is my cat!

(Chorus)

Wellman, Laurie and Byrd, Donald R. ESL Express. New York: Collier Macmillan International, 1976.

TEACHER RESOURCES

III-17-Songs (con't)

Notes for Usage: "Horace's Tale"

Structure: simple present, third person singular

Vocabulary: tale, bangs on, rolls on, knee, lap, pot, drink (noun), can (noun), last (verb), fur, purr, cleans, chases, catches; idioms: takes a nap; in the dark; (notice the pun in the title--tale:tail)

Level: Beginner and above

Use:

1. This song is a riddle which has many clues. As students listen to the song for the first time, have them raise their hands when they have identified Horace.

2. The chorus of this song immediately invites participation. With a copy of the words, students will easily be able to join in on the verses as well.

3. As students sing, the teacher should listen for correct pronunciation of the verb endings: /s/,/z/, and /iz/. There are three groups: (1) verbs like "sits," (2) verbs like "lives," and (3) verbs like "watches."

   - Have them circle each verb on a copy of the words.
   - Have the students categorize the verbs in the song according to the pronunciation of the third person singular.

4. Ask students to repeat the specific sentences that revealed to them who Horace was.

5. Students can make up their own riddles: Have them pick a living person or animal and give clues (in complete sentences) about what that person or animal usually does. The rest of the class can guess the answer.

ACTIVITY III-18

[redacted]

Materials:

- activity cards from Activity III-15
- weather cards from Activity III-12
- word cards ("Ann," "on," "a," "who")
- punctuation cards (period, question mark)
- pocket chart

PROCEDURES

1. Place the picture and word cards in a pocket chart so as to form a sentence such as: "Ann bakes cookies on a rainy day."

2. Remove word card "Ann."

3. Ask students if they know a question word that can be substituted for "Ann." If students don't know, tell them "who."

4. Place "who" in the blank space in the pocket chart. Change the period to a question mark. Ask: "Who bakes cookies on a rainy day?"

5. Explain: "The word I removed answers the question - Ann bakes cookies on a rainy day."

6. Practice creating other sentences, reinforcing verbs the class has learned and adjectives for weather.

TEACHER RESOURCES

III-18-Poems

PANCAKE?

Who wants a pancake,
Sweet and piping hot?
Good little Grace looks up and says,
"I'll take the one on top."
Who else wants a pancake,
Fresh off the griddle?
Terrible Theresa smiles and says,
"I'll take the one in the middle."

Silverstein, Shel. Where the Sidewalk Ends. New York: Harper and Row, Publishers, Inc., 1974, p. 34.

ACTIVITY III-19

[redacted]

Materials:

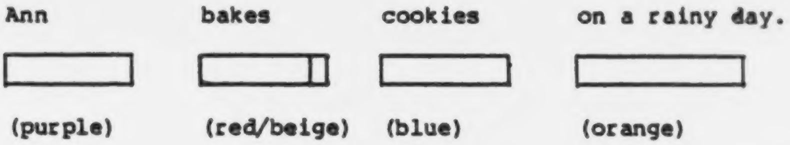
. a set of cuisinaire rods for each student: purple, red, beige, blue, orange
. Student Worksheet III-19

purple = Ann (subject)
red = base form of verb (i.e., bake)
beige = s or es inflection
blue = miscellaneous word or phrase
orange = when phrase

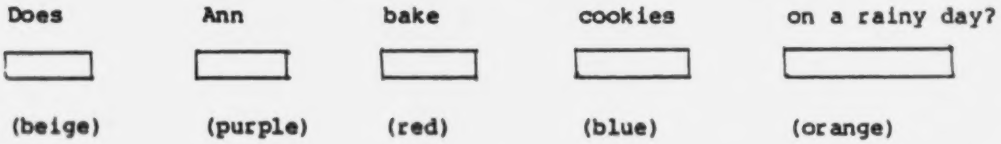
PROCEDURES

1. Use cuisinaire rods to teach the formation of "yes/no" questions. Choose rods appropriate to the size of the word or phrase.

2. MODEL


Ann
bakes
cookies
on a rainy day.
(purple)
(red/beige)
(blue)
(orange)

3. To make a question, remove the "s" from "bakes" and place it in the first position: the "s" is now changed to "Does."


Does
Ann
bake
cookies
on a rainy day?
(beige)
(purple)
(red)
(blue)
(orange)

4. For uninflected verb forms such as "we bake," explain: "Although you don't use the 's' in the statement, you must use the word 'do' in the question. Example: We bake cookies on a rainy day. Do we bake cookies on a rainy day?"

5. Practice making questions out of other sentences with the rods.

6. Students transform statements into "yes/no" questions on Student Worksheet.

Student Worksheet III-19

DIRECTIONS: Change each statement into a question. Fill in the blanks.

1. You shovel snow on a snowy day.
_______ you _______ on a snowy day?

2. Mary catches cold on a rainy day.
_______ Mary _______ cold on a rainy day?

3. John plants seeds on a warm day.
_______ John _______ seeds on a warm day?

4. Joe and Alicia work hard every day.
_______ Joe and Alicia _______ hard every day?

5. Chang watches TV on a windy day.
_______ Chang _______ TV on a windy day?

6. We swim on a hot day.
_______ we _______ on a hot day?

Name _______________________________

ACTIVITY III-20

Cognitive Skill: Naming and describing

[illegible] simple present tense

[illegible]

Materials:

. activity pictures (Student Worksheet III-20, cut up)
. weather pictures from Activity III-12
. 2 grab bags
. a puppet named Ann
. Student Worksheet III-20-A

PROCEDURES

1. Have students choose two activity pictures and one weather picture from each of the two grab bags.

2. Have one student use the pictures to form a question about the puppet named Ann and have him or her choose another student to answer it.

3. MODEL AND ELICIT

   (bake cookies/jump rope/rainy day)
   Does Ann bake cookies or jump rope on a rainy day?
   She bakes cookies on a rainy day.

4. Practice, using all the activity and weather cards.

5. Then have a student choose one activity picture and two weather pictures from the grab bags.

6. Have the student form a question about the puppet named Ann, using these pictures.

7. MODEL AND ELICIT

   (bake cookies/rainy day/hot day)
   Does Ann bake cookies on a rainy day or a hot day?
   She bakes cookies on a rainy day.

8. Continue forming questions with the remainder of the pictures.

9. Follow the same procedures for all other pronouns: I, you, he, we, you (pl.), they.

Student Worksheet III-20

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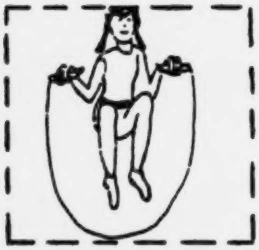

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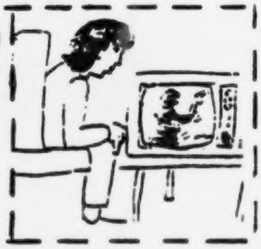

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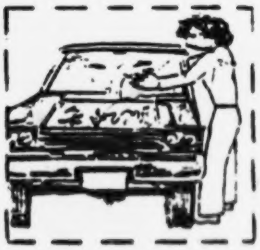

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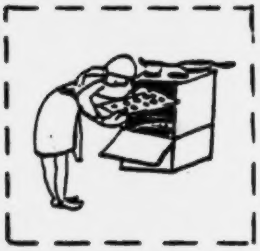

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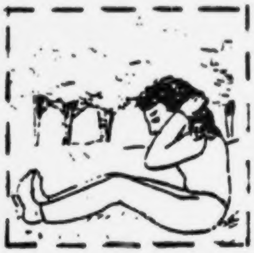

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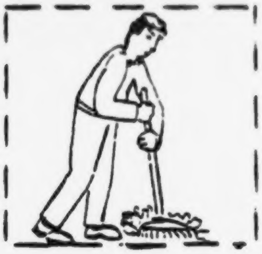

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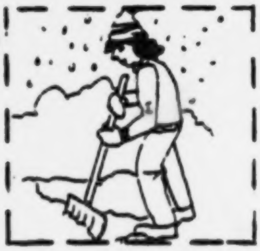

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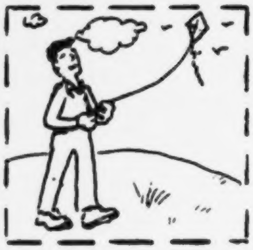

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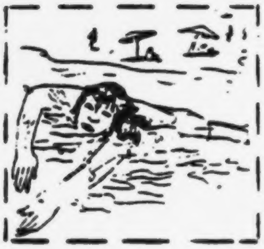

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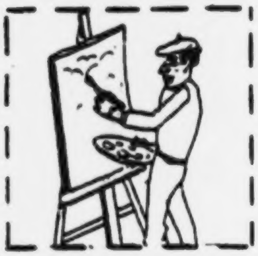

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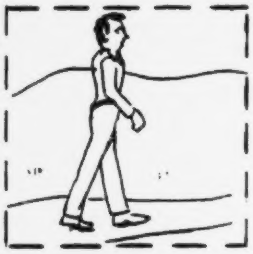

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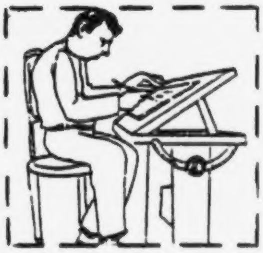

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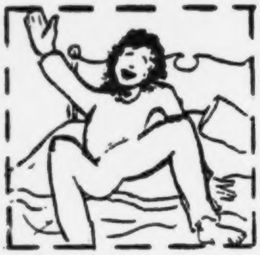

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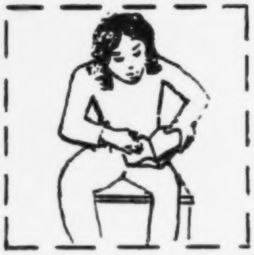
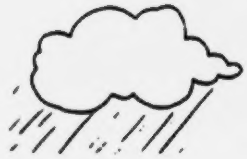
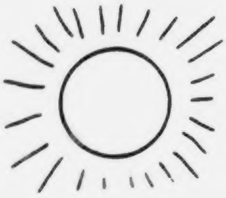
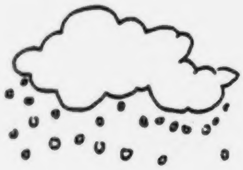


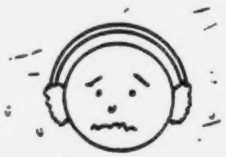
Name ________________________________

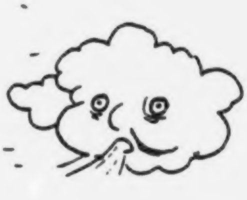
Student Worksheet III-20-A

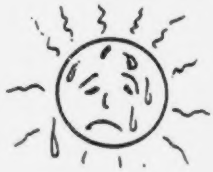
1 Does Ann ☐ or ☐ on a  ?

2. Does Mike ☐ or ☐ on a  ?

3. Do you ☐ or ☐ on a  ?

4. Do we ☐ or ☐ on a  ?

5. Do they ☐ or ☐ on a  ?

6. Does Tom ☐ or ☐ on a  ?

Name ______________________________

ACTIVITY III-21

Cognitive Skill: Naming and describing

[illegible] questions; simple present tense

Materials:

. a set of cuisinaire rods, as in Activity III-19

PROCEDURES

1. Give each student a set of cuisinaire rods.

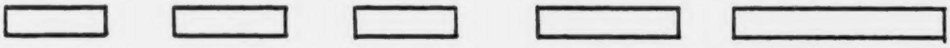
2. Give the students a sentence orally:

"Ann	bakes	cookies	on a rainy day."
(purple)	(red/beige)	(blue)	(orange)

3. Students arrange the rods as shown above.

4. Change the statement into a "yes/no" question by removing the beige rod and placing it in the first position. Model:

"Does	Ann	bake	cookies	on a rainy day?"
(beige)	(purple)	(red)	(blue)	(orange)



5. Remove the orange rod ("on a rainy day") and explain that you are going to change the "yes/no" question into another question, but first ask: "Does 'on a rainy day' tell 'who' or 'when'?"

6. Elicit "when."

7. Say: "When you move the rod to the beginning of the sentence, it will change to 'when.'" Model:

"When	does	Ann	bake	cookies?"
(orange)	(beige)	(purple)	(red)	(blue)

8. Then move the rod back to answer the question.

9. Practice with other pronouns, verbs, and weather adjectives.

TEACHER RESOURCES

III-21-Books

Shapp, Martha and Charles. Let's Find Out About Spring. New York: Franklin Watts Inc., 1963.
Naming and describing; present tense; adjectives; "when" questions; weather.

Goal IV: What Time Is It?

LINGUISTIC STRUCTURES

1.1 Past tense of regular and irregular verbs, affirmative form only

MODEL They *watched* television last Sunday.
She *ate* breakfast at 7:30.

1.2 Past tense of regular and irregular verbs, interrogative and negative forms

MODEL *Did* they *watch* television last Monday?
No, they *didn't watch* television last Monday.
Did she *eat* breakfast at 7 o'clock?
No, she *didn't eat* breakfast at 7 o'clock.

1.3 Contractions with *to be*, *do*, *does*, *did*

MODEL *It's* one o'clock now.
We *don't* watch television every day.
He *doesn't eat* breakfast every day.
She *didn't visit* Puerto Rico last year.

1.4 Adverbs and prepositions of time: *today*, *yesterday*, *tomorrow*, *before*, *after*, *first*, *next*, *last*, *now*; use of *a.m.*, *p.m.*

MODEL It's one o'clock *now*.
Then Susan got home at 3 o'clock.
Today is Wednesday.
Yesterday was Tuesday.
Tomorrow will be Thursday.
Susan woke up *before* she ate breakfast.
Susan began to dress *after* she ate breakfast.
First Susan ate breakfast.
Next she began to dress.
Last she went to school.

1.5 *When* and *where* questions

MODEL *When* did Susan wake up?
Where did they watch TV last night?

ACTIVITY IV-1

[illegible]

Materials:

. calendar
. word cards for days of the week

PROCEDURES

1. Use word cards and the calendar to model and elicit the days of the week.

2. Introduce a calendar for the current month and go over the days of the week.

MODEL Today is _________.
Tomorrow will be _________.
Yesterday was _________.

3. Have students match the word cards for days of the week with the days on the calendar.

4. Have students tell you what day of the week it is and the specific day of the month. Ask: "Is January fifth a Monday?" Elicit: "January fifth is not a Monday; it is a _________."

TEACHER RESOURCES

IV-1-Books

Delton, Judy. It Happened on Thursday. Chicago: Albert Whitman & Co., 1978. This story can be used as an introduction to the days of the week.

ACTIVITY IV-2

Cognitive Skills: Time concept and sequence

[illegible] [illegible]

[illegible] [illegible]

Materials:

- day word cards (from Activity IV-1)
- Student Worksheet IV-2

PROCEDURES

1. Give word cards to students.

2. Have students sequence the word cards for the days of the week. Young students may hold up cards and line up. Older students may trace the days of the week from a stencil, or copy the days onto a calendar frame.

3. Students do Worksheet IV-2.

TEACHER RESOURCES

IV-2-Poems

Solomon Grundy

(This poem reinforces the concept of days, the past tense of verbs, and the sequence of events.)

Solomon Grundy,
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday.
That's the end
Of Solomon Grundy.

English Around the World - Level 2 Guidebook. Glenview, IL: Scott, Foresman & Co., 1970, p. 181.

IV-2-Songs

Seven Days in a Week

There are seven days in a week,
Let me, let me, let me speak.
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, too.
There are seven days in a week,
Let me, let me, let me speak.

(Author unknown)

Student Worksheet IV-2

The Days of the Week

Trace and then copy.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Name ______________________

ACTIVITY IV-3

Cognitive Skill: Sequence (interrupted sequence)

[illegible] First/last/next

Concept: Days of the week

Materials:

. day word cards (from Activity IV-1)

PROCEDURES

1. Line up cards in order.
2. Model and elicit responses to:
   "What is the first day?"
   "What is the last day?"
   "What day comes next (i.e., after)?"
3. Remove one word card and have the students tell which one is missing.

TEACHER RESOURCES

IV-3-Games

Flip-Chex Sequencing Letters. Educational Concept Corporation, 1975.
This game reinforces the sequencing of letters.

IV-3-Songs

Seven Days of the Week

Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday are the seven days of the week.
Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday are the seven days of the week.

Monday is a school day.
We go to school on Monday.
Tuesday is a school day.
We go to school on Tuesday.
Wednesday is a school day.
We go to school on Wednesday.
Thursday is a school day.
We go to school on Thursday,
Friday is the last day of school.
On Saturday and Sunday, we don't go to school.
We stay home and play.

Johnson, Barry. Language Games and Songs for Core English. Lexington, MA: Ginn & Co., 1971. This song reinforces the concept of days.

ACTIVITY IV-4

Cognitive Skill: Sequencing [illegible]

[illegible]

[illegible]

Materials:

. day word cards (from Activity IV-1)
. names of TV shows
. a TV guide (optional)

PROCEDURES

1. Relate the days to different school activities (e.g., library on Monday, gym on Friday) and to the students' favorite television shows.

Say: "Today is Wednesday."
Ask: "What television shows do you see on Wednesday?"
Say: "Yesterday was Tuesday."
Ask: "What television shows did you see yesterday?"
Say: "Tomorrow will be Thursday."
Ask: "What television shows will you see tomorrow?".
Ask: "What day is today? What day was yesterday? What day will tomorrow be?"

Have students answer the questions orally and locate the correct word cards.

ACTIVITY IV-5

Cognitive Skill: Sequence

Linguistic Items: Past tense of regular verbs

Concept: Daily routines

Materials:

- Student Worksheet IV-5
- large pictures, such as the ones on Student Worksheet IV-5, to illustrate the seven model sentences in this activity
- dialog: "Yesterday Afternoon"

PROCEDURES

1. As you model the seven sentences, show the pictures of the activities, with the day clipped onto each picture.

2. Students will place the day of the week word card over each frame of Student Worksheet IV-5.

MODEL Lisa and Tim watched television last Sunday.
They jumped rope last Monday.
They baked a cake last Tuesday.
They washed their clothes last Wednesday.
They walked to the library last Thursday.
They worked on their homework last Friday.
They talked to some friends last Saturday.

3. Students repeat sentences, substituting a different pronoun each time.

4. Teach the dialog "Yesterday Afternoon" to reinforce the past tense of selected verbs. (Picture cue cards can be drawn for each line as an aid.)

Yesterday Afternoon

Tim: Hi, Lisa! Where did you go yesterday afternoon?
Lisa: I walked to the park.
Tim: What did you do there?
Lisa: I jumped rope and I walked around the field.
Tim: Who did you see there?
Lisa: Some friends. We talked for a long time, and then I stopped to ask someone the time.
Tim: Why did you leave so soon?
Lisa: Because I promised to help my mother bake some cookies.

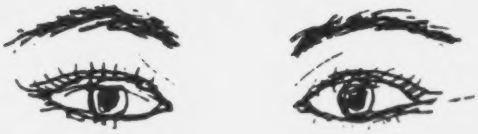
TEACHER RESOURCES

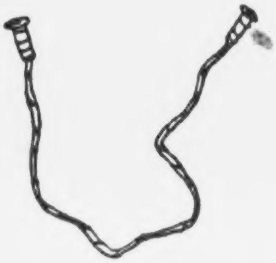
IV-5-Books

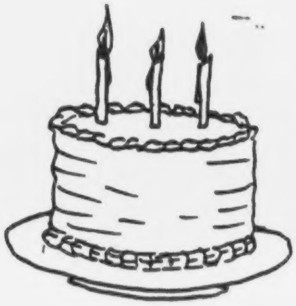
Fritz, Jean. "Saturday Surprise" from Round About the City. New York: Thomas Y. Crowell Co., 1966.
This story reinforces the concept of days.

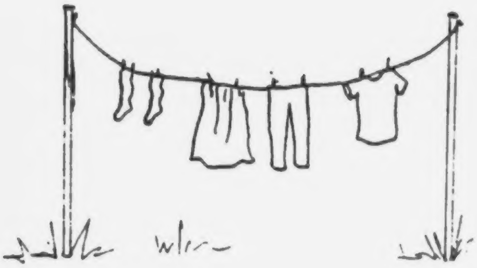
Student Worksheet IV-5

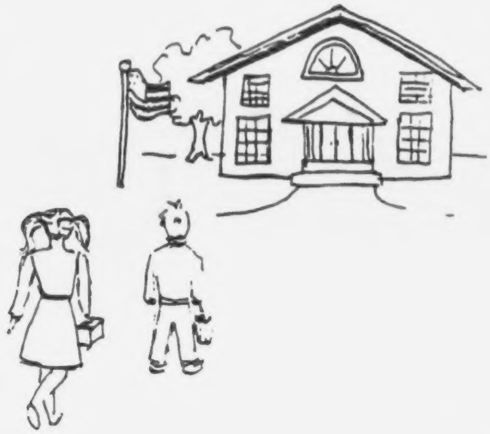
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday



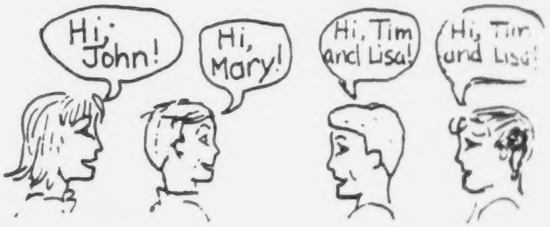








1 +1	2 +2
1 +2	2 +1
3 +1	1 +3


Hi, John!
Hi, Mary!
Hi, Tim and Lisa!
Hi, Tim and Lisa!

Name ______________________

ACTIVITY IV-6

Cognitive Skill: Sequence and time concept - contrasting

Linguistic Items: Review of simple present, present and past progressive tenses

Concept: Daily activities

Materials:

. day word cards (from Activity IV-1)
. word cards for "now," "before," "last," "every day"
. pictures of activities (from Activity IV-5)
. Student Worksheets IV-6, IV-6-A, IV-6-B

PROCEDURES

1. Review verb tenses through various transformation drills, using the appropriate cue words:

   a. Present progressive -- simple past tense.
   MODEL I am watching television now. I watched television last Sunday.

   b. Present -- past progressive -- simple past tense.
   MODEL I am studying now. I was watching television before. I watched television last Sunday.

   c. Present tense — past tense.
   MODEL I watch television every day. I watched television last Sunday.

2. Students are given a cue word; they place it over an activity picture and make up a sentence.

3. Students are given two cue words; they place them over an activity picture and make up two contrasting sentences as per model above.

4. Have students complete Worksheets IV-6, IV-6-A, and IV-6-B.

TEACHER RESOURCES

IV-6-Books

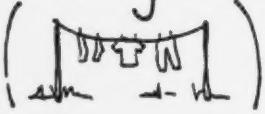
Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum Publishers, 1982.
This story reinforces the concept of daily activities and the past tense of verbs.

Days of the Week

Circle the correct word.

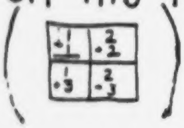
1) We are jumping rope (now / before).

2) You were washing clothes (now / before).



3) I walked to the library (now / last Thursday).

4) He works on his homework (last Friday / every day).



5) She watched television (last Sunday / now).

6) They are baking a cake (every day / now).

Name ______________________________

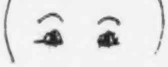
Student Worksheet IV-6-A

Days of the Week

Complete the following sentences by adding the underlined word/words and making necessary verb changes.

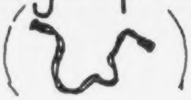
now

1) I _____ watch _____ TV _____ .



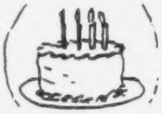
now

2) He _____ jump _____ rope _____ .



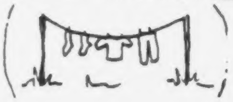
before

3) You _____ bak _____ a cake _____ .



before

4) She _____ wash _____ clothes _____ .



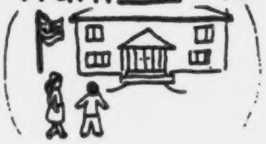
Name ______________________

SW-IV-6-A (p. 1 of 2)

Student Worksheet IV-6-A (cont.)

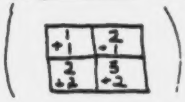
last Thursday

5) We walk___ to the library _____ __________.



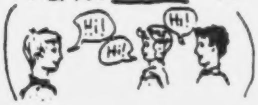
last Friday

6) They work___ on their homework_____ __________.



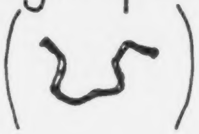
every day

7) Tim talk___ to his friends______ ______.



every day

8) Lisa jump___ rope _____ ______.

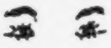


Name ______________________________

Student Worksheet IV-6-8

Days of the Week

Write two sentences for each of the pictures below:

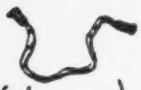
1) 

(watch)

now / before

a) I _____ __________ T.V. _____.

b) I _____ __________ T.V. __________.

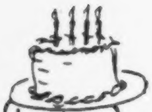
2) 

(jump)

before / last Monday

a) She _____ __________ rope _______.

b) She __________ rope_____ __________.

3) 

(bake)

last Tuesday / every day

a) We ________ a cake _____ __________.

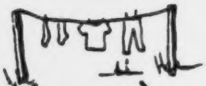
b) We ________ a cake ________ ________.

Name ____________________________

SW-IV-6-8 (p. 1 of 2)

Student Worksheet IV-6-B (cont.)

4)



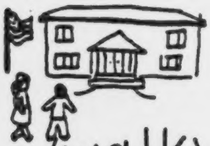
(wash)

every day / before

a) You __________ clothes __________ ________.

b) You ________ ____________ clothes __________.

5)



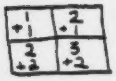
(walk)

now / last Thursday

a) They ______ __________ to the library ______.

b) They __________ to the library ______ __________.

6)



(work)

every day / now

a) He __________ on his homework _________ _____.

b) He _____ ____________ on his homework _____.

Name ______________________________

ACTIVITY IV-7

Cognitive Skill:	Sequence and time concepts - memory exercise
Linguistic Item:	Review of past tense of regular verbs
Concept:	Daily activities

Materials:

. activity pictures (from Activity IV-5)
. day word cards (from Activity IV-1)
. Student Worksheet IV-7

PROCEDURES

1. a. What's Missing Game: Place the seven activity pictures (with the days attached) in order on a table. Remove one picture card while the students aren't looking. The students must remember which card has been removed and supply the correct sentence. For instance, model: "They jumped rope last Monday." Later on two or more cards may be removed.

   b. What Happened Next Game: Replace one picture at a time and have the students tell you what happened next.

   c. Hold Up Game: Mix the pictures and pass them out to the students. Ask the student who has the first picture to hold it up and say the sentence. This is continued until all seven pictures are used.

   d. Mixed-Up Game: Mix up all seven pictures and place them on the table. Have the students sequence them correctly as they repeat each sentence.

   Variation of Mixed-Up Game: Remove the word card specifying the day from each picture. Then mix up the word cards and the pictures. Have students first match the activity to the day and then sequence the pictures.

   e. Memory Game: Place all the picture cards face down in sequence on the floor. Before the student turns over each card, have him or her say the "correct" sentence. Have him or her check himself or herself by turning over the picture card.

   f. Reading Game: Reproduce Student Worksheet IV-7. Tell students that they are going to "write" their own books. Have them draw the correct picture, cut out the eight boxes, sequence them, and read their own storybook to their classmates.

TEACHER RESOURCES

IV-7-Fingerplays

Playmates

A little boy lived in this house.
(Make fist with right hand, thumb hidden.)
A little girl lived in this house.
(Make fist with left hand, thumb hidden.)
The little boy came out of his house.
(Release right thumb.)
He looked up and down the street.
(Move thumb slowly.)
He didn't see anyone, so he went back into his house.
(Tuck thumb back into a fist.)
The little girl came out of her house.
(Release left thumb.)
She looked up and down the street.
(Move thumb slowly.)
She didn't see any one, so she went back into her house.
(Tuck thumb back into fist.)
The next day the little boy came out of his house and looked all around.
(Release right thumb and move slowly.)
The little girl came out of her house and looked all around.
(Release left thumb and move slowly.)
They saw each other.
(Point thumbs toward each other.)
They walked across the street and shook hands.
(Move thumbs toward each other until they meet.)
Then the little boy went back into his house.
(Tuck right thumb back into fist.)
The little girl went back into her house.
(Tuck left thumb back into fist.)

Grayson, Marion F. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, Inc., 1962, p. 54.

TEACHER RESOURCES

IV-7-Chants

I Asked My Father

I asked my father.
What did he say?
Papa said, "No, no, no."
I asked my mother.
What did she say?
Mama said, "Yes, yes, yes."
I asked my father for a dollar and a half.
What did he say?
"No, no."
I asked my mother for fifty cents.
What did she say?
"No, no."
I asked Mom again.
What did she say?
My mother said, "Ask your father."
I asked Dad again.
What did he say?
My father said, "Ask your mother."
I asked my mother for a candy bar.
What did she say?
"No, no."
I asked my father for some lemonade.
What did he say?
"Yes, yes."

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 31.
This jazz chant reinforces the past tense of verbs.

IV-17-Books

Ormsby, Virginia H. Twenty-One Children. Philadelphia: J.B. Lippincott Co., 1957.
This story reinforces the concept of days.

TEACHER RESOURCES

IV-7-Poems

Good-bye, Impey

Who tracked that mud upon the floor?

Who rushed right out and slammed the door?

Must be Impey!

Who left his jeans upon the chair?

Who threw wastepaper over there?

Must be Impey!

Who came to dinner very late?

Who grabbed the cookies from the plate?

Must be Impey!

Who hollers back and won't say "please"?

Who is a nuisance and a tease?

Must be Impey!

If Impey comes around today,

Don't be surprised if we should say,

Good-bye, Impey!

Carlson, Bernice Wells. Listen! And Help Tell the Story. Nashville, TN: Abingdon Press, 1965.
This poem reinforces the past tense of verbs.

IV-7-Filmstrips

Once Upon a Time. "The Pancake." Spoken Arts, Inc., 1979.
This filmstrip reinforces the concept of meals (breakfast) and the past tense of verbs.

Student Worksheet IV-7

SW-IV-7 (p. 1 of 2)

The Days of the Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

by:

____
____

Lisa and Tim watched T.V. last Sunday.

They jumped rope last Monday.

They baked a cake last Tuesday.

They washed their clothes last Wednesday.

They walked to the library last Thursday.

They worked on their homework last Friday.

They talked to their friends last Saturday.

ACTIVITY IV-8

Cognitive Skill:	Sequence and time concepts
Linguistic Item:	Past tense of regular verbs; contractions with did
Concept:	Days; daily activities

Materials:

- pictures of activities
- pocket chart
- word cards

PROCEDURES

1. MODEL AND ELICIT "Did they watch TV last Monday?"
   "No, they didn't watch TV last Monday."

2. Do the following kinds of drills:

   a. repetition
   b. substitution drill (noun/pronoun)
   c. chain drill
   d. directed practice drill

3. Use word cards and pictures in a pocket chart to help students with the above drills.

TEACHER RESOURCES

IV-8-Drills

1. Repetition drill

   Teacher says: "Did they watch TV last Monday?"
   Class, groups of students, and then individuals repeat sentence after teacher.

2. Substitution Drill

   a. MODEL AND ELICIT Did they watch TV last Monday?--He.
   Did he watch TV last Monday?
   Mary.
   Did Mary watch TV last Monday?

   b. MODEL AND ELICIT No, they didn't watch TV last Monday.--We.
   No, we didn't watch TV last Monday.

3. Chain Drill

   Teacher asks Student A: "Did they watch TV last Tuesday?"
   Student A: "No, they didn't watch TV last Tuesday."
   Student A to Student B: "Did they watch TV last Wednesday?"
   Student B: "No, they didn't watch TV last Wednesday."
   Student B to Student C: "Did they watch TV last Thursday?"
   Student C: "No they didn't watch TV last Thursday."
   (Continue drill.)

4. Directed Practice Drill

   Teacher to Student A: "Student A, ask Student B if Tim and Lisa watched TV last Friday."
   Student A to Student B: "Did Tim and Lisa watch TV last Friday?"
   Teacher to Student B: "Answer 'no'."
   Student B: "No, they didn't watch TV last Friday."

ACTIVITY IV-9

Cognitive Skill:	Sequence; memory; contrasting
Linguistic Item:	Past tense of regular verbs; contractions with did
Concept:	Days; daily activities

Materials:

. Student Worksheet IV-9
. pictures of activities
. day word cards

PROCEDURES

1. The correct sequence is from the students' book, The Days of the Week (see 27tivity IV-7). Show students one picture of an activity and two different day word cards, one incorrect and one correct.

2. Have one student ask a question using the picture and the incorrect word card. "Did I watch TV last Thursday?"

3. Another student answers, "No, you didn't," and then gives the correct answer by looking at the second word card. "No, you didn't watch TV last Thursday. You watched TV last Sunday."

4. As the students become better at this game, only the picture and one incorrect word card need be shown to elicit the questions and responses.

5. After all the questions are answered, have the students sequence the pictures with the days of the week.

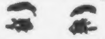
6. Students complete Student Worksheet IV-9.

7. For homework, students write the daily activities in proper sequence in paragraph form.

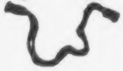
Student Worksheet IV-9

Days of the Week

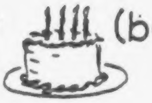
1. Change each sentence to a question.
2. Give the correct answers to each question.

Example: I / (watch)  / TV last Thursday.
a) Did I watch TV last Thursday?
b) No, you didn't watch TV last Thursday.
c) You watched TV last Sunday.

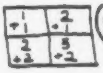
---

1) You / (jump)  / last Wednesday.

a) ______________________________?
b) ______________________________.
c) ______________________________.

2) We /  (bake / last Sunday.

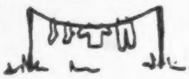
a) ______________________________?
b) ______________________________.
c) ______________________________.

3) He /  (work) / last Saturday.

a) ______________________________?
b) ______________________________.
c) ______________________________.

Name ______________________________

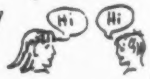
Student Worksheet IV-9 (cont.)

4) They/ (wash)  / last Friday.

a) ____?

b) ____.

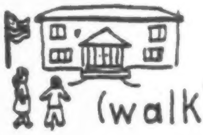
c) ____.

5) She/ (talk)  / last Tuesday.

a) ____?

b) ____.

c) ____.

6) Bill and Sue/  (walk) / last Monday.

a) ____?

b) ____.

c) ____.

Name ______________________________

SW-IV-9 (p. 2 of 2)

ACTIVITY IV-10

Cognitive Skill:	Sequence; matching from memory
Linguistic Item:	Past tense of regular verbs; contractions with did
Concept:	Days; daily activities

Materials:

- two sets of day word cards
- cutouts of pictures of activities (See Activity IV-5.)

PROCEDURES

The sequence of activities is illustrated in students' book The Days of the Week. (See Activity IV-7.)

Variation of "Oh, No, Not I! Game:

1. Place one set of cards out of sequence on the table.
2. Clip each day card of the second set to an incorrect activity card. Then mix up these cards and place them face down on a pile on the table.
3. Have one student pick a picture card such as: "Sunday (jump rope)" and ask: "Did you jump rope last Sunday?"
4. Elicit from another student: "Oh, no, I didn't jump rope last Sunday. I jumped rope last Monday."
5. Then have student find the correct day and clip it to the picture, covering up the incorrect day.
6. After all the cards are used, the last student to answer a question will sequence all the activity and word cards separately.

ACTIVITY IV-11

Cognitive Skill:	Sequence; memory
Linguistic Item:	Past tense of regular verbs; contractions with did
Concept:	Days; daily activities

Materials:

. dialog: "A Favorite Television Show"

PROCEDURES

1. MODEL

A Favorite Television Show

Mary: Hi, Lisa! Did you watch "Fame" last night on TV? It was great!"
Lisa: No, I didn't. I missed it. My mother wasn't feeling well, so I helped her.
Mary: What did you do?
Lisa: I washed all the clothes.
Mary: It's too bad you missed your favorite television show!
Lisa: Oh, that's okay. Mom let me have a piece of the chocolate cake she baked on Tuesday. It was delicious.

2. Have students act out the dialog and repeat it from memory.

ACTIVITY IV-12

Cognitive Skill:	**Sequence; memory**
Linguistic Item:	**Where questions**
Concept:	**Place, days, daily activities**

Materials:

. a picture card for each of these seven places: living room, kitchen, park, laundromat, library, bedroom, and back yard
. activity and day cards
. Student Worksheet IV-12

PROCEDURES

1. MODEL Where did Lisa and Tim watch television last Sunday? They watched television in the living room last Sunday.

   Where did they jump rope last Monday? They jumped rope at the park last Monday.

   Where did they bake a cake last Tuesday? They baked a cake in the kitchen last Tuesday.

   Where did they wash their clothes last Wednesday? They washed their clothes at the laundromat last Wednesday.

   Where did they walk last Thursday? They walked to the library last Thursday.

   Where did they work on their homework last Friday? They worked on their homework in the bedroom last Friday.

   Where did they talk to their friends last Saturday? They talked to their friends in the back yard last Saturday.

2. Using the model sentences, have the students become familiar with "where" questions through the use of various drills, using regular verbs. (See Teacher Resource IV-8 for samples of drills.)

3. Students change "did" questions to "where" questions. Model: "Did they watch TV in the living room last Sunday?" Elicit: "Where did they watch television last Sunday?"

4. Have students complete Worksheet IV-12.

Student Worksheet IV-12

Days of the Week

Directions: Change the following "yes/no" questions to "where" questions.

Example: a) Did Tim and Lisa watch TV in the living room last Sunday?
b) Where did Tim and Lisa watch TV last Sunday?

1) a) Did you jump rope in the park last Monday?
b) ______________________________

____

2) a) Did we bake a cake in the kitchen last Tuesday?
b) ______________________________

____

3) a) Did I wash my clothes at the laundromat last Wednesday?
b) ______________________________

____

Name ______________________________

Student Worksheet IV-12 (cont.)

4) a) Did he walk to the library last Thursday?
b) ______________________________

____

5) a) Did she work on her homework in the bedroom last Friday?
b) ______________________________

____

6) a) Did they talk to their friends in the back yard last Saturday?
b) ______________________________

____

Name ______________________________

ACTIVITY IV-13

Cognitive Skill:	**Sequence**
Linguistic Item:	**Where questions**
Concept:	**Days; place**

Materials:

. activity, day, and place cards
. Student Worksheet IV-13

PROCEDURES

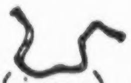
Students will follow sequence of activities taught in Activity IV-5 to play Two Pictures, One Word Game.

1. Place the seven activity pictures and the seven word cards for the days of the week on the table in random order. Make a separate pile of the place cards.
2. Have one student choose a picture card, match it to the correct word card, and ask a second student a "where" question.
3. Say: "jump/Monday." Elicit: "Where did they jump rope last Monday?" Have the second student look through the third pile of place cards for the correct answer and say: "They jumped rope in the park last Monday."
4. After all the cards are used, have the last student to answer a question sequence the three groups of cards.
5. Do Student Worksheet IV-13.

Student Worksheet IV-13

The Days of the Week

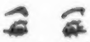
Ask "where" questions, then answer them correctly:

Example:  (jump) / Monday / park

(They) a) Where did they jump rope last Monday?

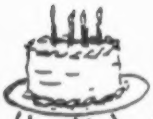
b) They jumped rope in the park last Monday.

---

1)  TV (watch) / Sunday / living room

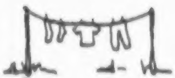
(You) a) ______________________________________?

b) ______________________________________.

2)  (bake) / Tuesday / Kitchen

(He) a) ______________________________________?

b) ______________________________________.

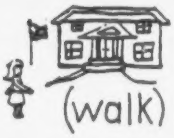
3)  (wash) / Wednesday / laundromat

(We) a) ______________________________________?

b) ______________________________________.

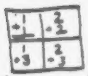
Name ______________________

Student Worksheet IV-13 (cont.)

4) 
(walk) / Thursday / library

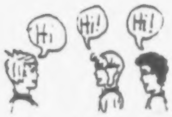
(she) a) ______________________________ ?

b) ______________________________ .

5) 
(work) / Friday / bedroom

(I) a) ______________________________ ?

b) ______________________________ .

6) 

(talk) / Saturday / back yard

(Pim) a) ______________________________ ?

b) ______________________________ .

Name ______________________________

SW-IV-13 (p. 2 of 2)

ACTIVITY IV-14

Cognitive Skill:	Sequence
Linguistic Item:	When questions
Concept:	Months; holidays; birthdays

Materials:

- Student Worksheets IV-14 and IV-14-A
- large silhouettes of holidays or events for a class display (as per Student Worksheet IV-14)

PROCEDURES

1. Introduce the concept of months to the students by reviewing their birthdays and by associating each month with a holiday or event.

MODEL
January - New Year's Day (snowman)
February - St. Valentine's Day (valentine)
March - St. Patrick's Day (3-leaf clover)
April - Easter (Easter egg)
May - Mother's Day (flower)
June - Father's Day (gift)
July - Independence Day (flag)
August - going to the beach (beachball)
September - back to school (school)
October - Halloween (pumpkin)
November - Thanksgiving Day (turkey)
December - Christmas (tree)

Take large silhouettes of each holiday or event and clip the correct month to each silhouette. Write in students' names and birthdays inside the correct silhouette. This calendar display remains on the wall the entire year, to be used for a review of birthdays and months.

2. Hold up large class display. Remove one picture and have the students guess which month is missing. Later on two or more months can be removed.

3. Pass out Student Worksheet IV-14. Help students write their birthdays in the appropriate months.

4. Have the students cut the worksheet into months. Read the months and sequence them. Each student will have his or her own set.

5. Using Student Worksheet IV-14-A, have the students write in the month, year, and dates for each month as it comes up. This will be student's personal calendar to be used for review of weather, days of the week, classmates, birthdays, etc.

TEACHER RESOURCES

IV-14-Poems

Show picture of a fat man and recite poem.

I Must Remember

I must remember...
Turkey on Thanksgiving,
Pudding on Christmas,
Eggs on Easter,
Chicken on Sunday,
Fish on Friday,
Leftovers, Monday,
But, ah, me - I'm such a dunce,
I went and ate them all at once.

Silverstein, Shel. *Where the Sidewalk Ends*. New York: Harper & Row Publishers, 1974, p. 14.

IV-14-Filmstrips

Hefferman-Cabrera, Patricia. "Days and Months of the Calendar" from *Audio-Visual English, Set I.* New York: Macmillan Publishing Co.,Inc., 1969.
This filmstrip can be used to teach and/or reinforce the concept of days and months.

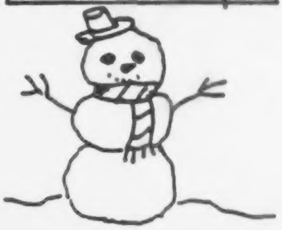
IV-14-Duplicating Masters

Gabel, Dorothy. *The Vocabulary Builder.* Skokie, IL: National Textbook Co., 1980.
"The Calendar," p. 30, and "Holidays and Celebrations," p. 31 can be used from this duplicating spirit master book to reinforce the concepts of months and holidays.

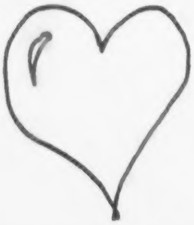
Holidays Cut and Paste - Fall/Winter (K-2) #FS-643 and *Holidays Cut and Paste - Winter/Sprint* (K-2) #FS-644. Palos Verdes Estates, CA: Frank Schaffer Publications, Inc., 1982.
These two duplicating spirit master books can be used to reinforce the concepts of days, months, holidays, and sequencing events.

Student Worksheet IV-14

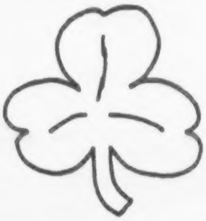
January



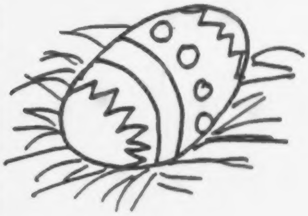
February



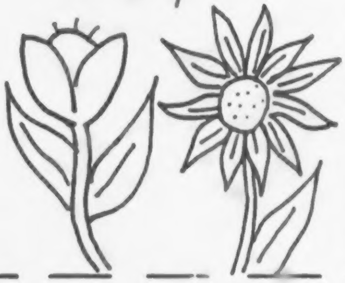
March



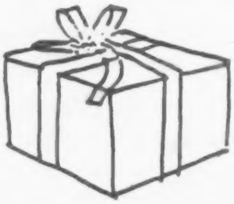
April



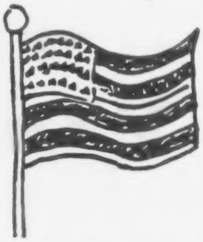
May



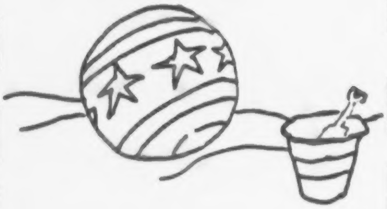
June



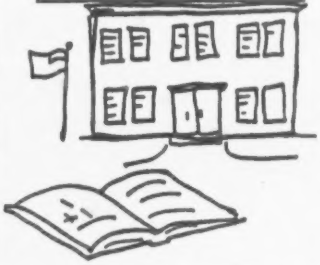
July



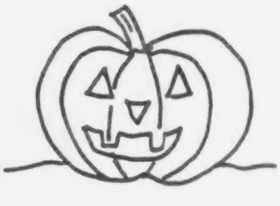
August



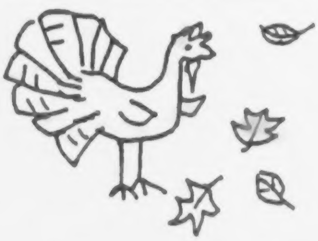
September



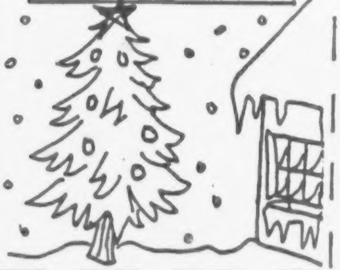
October



November



December



Name ____

Student Worksheet IV-14-A

My Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Name ______________________________

SW-IV-14-A

ACTIVITY IV-15

Cognitive Skill:	Sequence
Linguistic Item:	Past tense of regular verbs
Concept:	Months

Materials:

. picture cards of activities (Teacher Resource IV-15)
. word cards for months
. word card: "Carlos"
. dialog: "Last Summer" (Teacher Resource IV-15-A)
. Student Worksheet IV-15

PROCEDURES

1. Pass out the Student Worksheet. As you introduce the thirteen sample sentences, point to the picture of each activity and the name of each month as shown in Teacher Resource IV-15.

MODEL Carlos lived in Puerto Rico last year.
He moved to New York last January.
He mailed letters to his friends last February.
He played in the snow last March.
He cleaned the back yard last April.
He called his friends in Puerto Rico last May.
He acted in a school play last June.
He planted a garden last July.
He visited Puerto Rico last August.
He started school again last September.
He tasted pizza last October.
He painted a picture about Puerto Rico last November.
He skated on the ice last December.

2. Here students repeat the sentences, substituting a different pronoun each time.

3. Have students complete Student Worksheet IV-15. They may draw pictures or paste cut out frames from Teacher Resource IV-15 and make their individual books.

4. Introduce dialog, "Last Summer," and have students act it out.

TEACHER RESOURCES

IV-15-Poems

This poem reinforces the use of seven regular and two irregular verbs in the past tense, the concepts of meals and holidays, and the cognitive skill of sequencing. Picture cue cards can be drawn for each new verb and activity and arranged sequentially.

Our Thanksgiving Dinner

"I'll roast Thanksgiving turkey,"
My grandma said to me.
"It will be the biggest turkey
That ever you did see."
Chorus: So Grandma roasted turkey,
And, oh, it was so good!
We all gave thanks
For family, friends, and food.

"I will make some big mince pies,"
Said Miss Ann who lives next door.
"I make such very good mince pies,
Folks always ask for more."
Chorus: So Miss Ann made mince pies,
Grandma roasted turkey,
And, oh, it was so good!
We all gave thanks
For family, friends, and food.

Mom said, "I will bake some squash."
Nan said, "I will peel potatoes."
Jean said, "I will mix a salad
Of green and ripe tomatoes."
Chorus: So Jean mixed a salad,
Nan peeled potatoes.
Mom baked some squash.
Miss Ann made mince pies.
Grandma roasted turkey,
And, oh, it was so good!
We all gave thanks
For family, friends, and food.

Dad said, "I'll sharpen knives
Before the meal is ready."
"And I will crack some nuts,"
Said my brother Freddie.
Chorus: So Freddie cracked nuts.
Dad sharpened knives.
Jean mixed a salad.
Nan peeled potatoes.
Mom baked some squash.
Miss Ann made mince pies.
Grandma roasted turkey,
And, oh, it was so good!
We all gave thanks
For family, friends and food.

TEACHER RESOURCES

IV-15-Poems (cont.)

Grandpa said, "I'll bring apples.
They were very good this fall."
I thought and thought and then I said,
"I guess I'll help you all."
Chorus: So I helped everyone.
Grandpa brought apples,
Freddie cracked nuts.
Dad sharpened knives.
Jean mixed a salad.
Dan peeled potatoes.
Mom baked some squash.
Miss Ann made mince pies.
Grandma roasted turkey.
And, oh, it was so good!
We all gave thanks
For family, friends, and food.

Carlson, Bernice Wells. Listen! And Help Tell The Story. Nashville, TN: Abingdon Press, 1965, pp. 153-55.

Monkey See and Do

I saw a monkey in the zoo.
His name was Monkey-See-and-Do.
I stood on my toes. He stood on his toes.
I wiggled my nose. He wiggled his nose.
I touched my feet. He touched his feet.
I pretended to eat. He pretended to eat.
I winked my eye. He winked his eye.
I started to cry. He started to cry.
I scratched my head. He scratched his head.
I went to bed. He went to bed.

Teddy Bear

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show your shoe.
Teddy Bear, Teddy Bear, that will do.

Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, switch off the light.
Teddy Bear, Teddy Bear, say "Good Night."

TEACHER RESOURCES

IV-15-Books

Fischer, Aileen. Swords and Dragons. Glendale, CA: Bowmar/Noble Publishers, Inc.

Sendak, Maurice. Chicken Soup with Rice. New York: Harper & Row Publishers, Inc., 1962.

Asherton, Sara. "How To Find a Friend" from Round About the City. New York: Thomas Y. Crowell Co., 1966, p. 45.
The story can be adapted to help teach the concepts of months and moving.

IV-15-Skits

"The Fox and the Stork" from Once Upon a Time. Spoken Arts, Inc. 1979.
This filmstrip reinforces the concept of meals (dinner) and the past tense of verbs.

- - - - - - - - - -

Hines, Mary Elizabeth. Skits in English As a Second Language. "A Foreign Language," p. 107, and "How Do You Do It?" p. 103. New York: Regents Publishing Co., Inc., 1973.
This skit can be used with older students to reinforce the past tense of selected verbs.

IV-15-Fingerplays

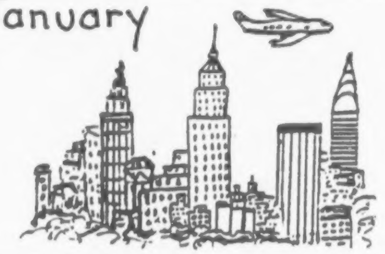
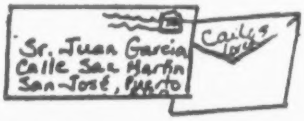
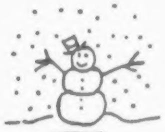
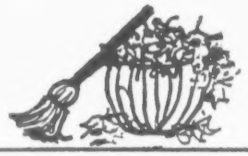
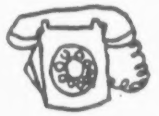
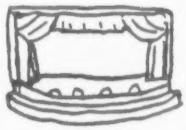
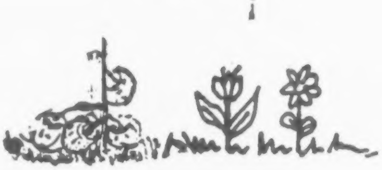
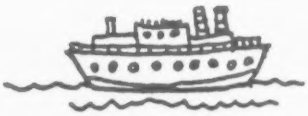
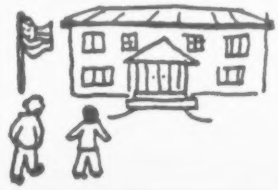
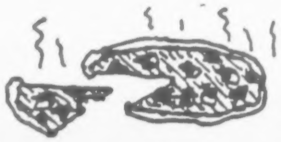
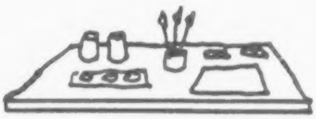
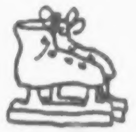
1. Model and mime:

Poor Dog! Poor Mo!

There once was a man,
His name was Mo.
He took his dog
Wherever he'd go.
They climbed to a hilltop, (Reach up high.)
Went down on a sled, (Scoop down with hands.)
Bumped into a tree, (Put hands on head.)
And landed in bed. (Keep hands on head and rock back and forth.)
Poor Mo! Oh! Oh!
Poor dog! Bow wow! (Rock hard.)
Stop, dog! Stop! (Stop suddenly.)
You're crowding me now!

Carlson, Bernice Wells. Listen! And Help Tell the Story. Nashville, TN: Abingdon Press, 1965, p. 56.

Teacher Resource IV-15-Pictures

January 	February 
March 	April 
May 	June 
July 	August 
September 	October 
November 	December 

Sr. Juan Garcia
Calle San Martin
San José, Puerto

Teacher Resource IV-15-Dialog

Last Summer

(This dialog reinforces the past tense of selected verbs.)

Tim: Where did you go last summer?

Carlos: I returned to Puerto Rico.

Tim: What did you do in Puerto Rico?

Carlos: I planted a garden and I painted some pictures.

Tim: Who did you see there?

Carlos: My friends. I visited them at their homes, and we played together.

Tim: Did you enjoy yourself?

Carlos: Yes. I had a great time.

Student Worksheet IV-15

Carlos moved to New York last ______________.	He mailed letters to his friends last ____________.
He played in the snow last ____________.	He cleaned the back yard last ____________.
He called his friends in Puerto Rico last ____________.	He acted in a school play last ____________.

Name ______________________________

Student Worksheet IV-15 (cont.)

He planted a garden last __________.	He visited Puerto Rico last __________.
He started school again last __________.	He tasted pizza last __________.
He painted a picture about Puerto Rico last __________.	He skated on ice last __________.

Name ____________________

SW-IV-15 (p. 2 of 2)

ACTIVITY IV-16

Cognitive Skill:	Sequence
Linguistic Item:	Contrasting present/present continuous/past continuous
Concept:	Months; activities

Materials:

- picture cards of activities
- word cards for months, "now," "before," "every day," "last"
- cards for endings "s," "ing," "ed" and for "is," "was," "are," "were"
- pocket chart
- Student Worksheets IV-16, IV-16-A and IV-16-B

PROCEDURES:

1. Review uses of tenses with time markers "now," "before," "every day," "last (month)." Model a sentence on the pocket chart and make the necessary transformations as the time markers change.

2. Have students rebus write sentences on pocket chart. Give a time marker cue card and have students complete the transformations.

3. Have students complete Student Worksheet IV-16.

4. Student Worksheets IV-16-A and B will be used according to students' levels.

Student Worksheet IV-16

Months of the Year

- Complete the following sentences by circling the appropriate time expression in the parenthesis:

1) She is moving to New York (last January/now).

2) They played in the snow (tomorrow/ last March).

3) I was calling my friends in Puerto Rico (before/ now).

4) You plant a garden (now /every day).

5) He started school (last September/ every day).

6) We were skating on the ice (now/ before).

Name ______________________________

SW-IV-16 (p. 1 of 2)

Months of the Year

Complete the following sentences.

now

1) I ___ mov___ to New York ______.

now

2) He ___ mail___ letters to his friends ___.

now

3) You ____ play___ in the snow ______.

before

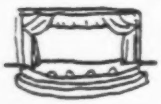
4) She ___ clean___ the back yard ______.

before

5) We ____ call___ our friends in Puerto Rico ______.

before

6) They ____ act____ in a school play ______.



Name ________________________________

Student Worksheet IV-16-A (cont.)

last July

7) Bill plant____ a garden____ ____.

last August

8) Mary visit____ Puerto Rico____ ______.

last September

9) Tom and Bob start____ school again

____ __________.

every month

10) Pedro and I taste____ pizza ____ ____.

every month

11) Paul and you paint____ a picture about

Puerto Rico ____ ______.

every month

12) Paul, Bill, and Pedro skate____ on

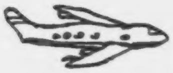
the ice ____ ______.

Name ______________________________

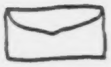
Student Worksheet IV-16-B

Months of the Year

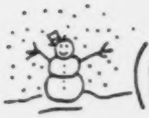
Complete the sentences below using the words in parentheses.

1)  (move) (now/ before)

a) I ____ ________ to New York ________.
b) I ____ ________ to New York ________.

2)  (mail) (before / last February)

a) She ____ ______ letters to her friends ______.
b) She ________ letters to her friends _____ _________.

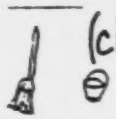
3)  (play) (last March/every day)

a) We ______ in the snow ___ ___ _______.
b) We ______ in the snow ________ ______.

Name ______________________________

Student Worksheet IV-16-B (cont.)

4)

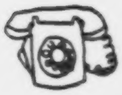


(clean) (every day / before)

a) You ________ the back yard ______ _____.

b) You _____ __________ the back yard _____.

5)

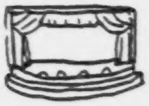


(call) (now / last May)

a) They ____ __________ their friends in Puerto Rico _____.

b) They __________ their friends in Puerto Rico _____ _____.

6)



(act) (every day/now)

a) He ______ in a school play _____ _____.

b) He ____ _______ in a school play _____.

Name ______________________________

SW-IV-16-B (p. 2 of 2)

ACTIVITY IV-17

Cognitive Skill:	Sequence; matching
Linguistic Item:	Past tense; contractions with did, negative and interrogative forms
Concept:	Months; activities

Materials:

. same as in Activity IV-16
. Student Worksheet IV-17

PROCEDURES

1. Proceed with the same activities used in Activity IV-16 for the past tense of regular verbs and the days of the week.
2. Ask a question which requires a negative answer, e.g., model: "Did Carlos move to New York last February?" Elicit: "No, he didn't move to New York last February."
3. Have students complete Student Worksheet IV-17.

TEACHER RESOURCES

IV-17-Books

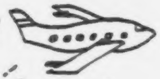
Wood, Lucille. A Spring Secret. Glendale, CA: Bowmar/Noble Publishers, Inc.

Assign telephone line groups. Have students tell a secret and have one student try to find out the secret by asking questions from those in the telephone line.

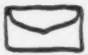
Student Worksheet IV-17

Months of the Year

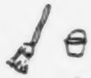
Ask a question and give the correct answer using each picture and time expression listed below.

Sample: I /  (move) / to New York last February

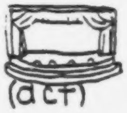
a) Did I move to New York last February?
b) No, You didn't move to New York last February.
c) You moved to New York last January.

1) You /  (mail) / a letter last March

a) ______________________________?
b) ______________________________.
c) ______________________________.

2) We /  (clean) / our room last May

a) ______________________________?
b) ______________________________.
c) ______________________________.

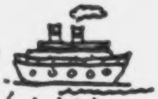
3) He /  (act) / in a play last July

a) ______________________________?
b) ______________________________.
c) ______________________________.

Name ______________________

SW-IV-17 (p. 1 of 2)

Student Worksheet IV-17 (cont.)

4) They /  (visit) / Puerto Rico last September

a) ____________________

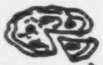
____________________ ?

b) ____________________

____________________ .

c) ____________________

____________________ .

5) She /  (taste) / pizza last November

a) ____________________

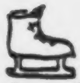
____________________ ?

b) ____________________

____________________ .

c) ____________________

____________________ .

6) Tom and Paul /  (skate) / last January

a) ____________________

____________________ ?

b) ____________________

____________________ .

c) ____________________

____________________ .

Name ____________________

ACTIVITY IV-18

Cognitive Skill:	**Sequence; memory**
Linguistic Item:	**Past tense; contractions with did**
Concept:	**Months; activities**

Materials:

. dialog: "Summer Vacation"

PROCEDURES

1. Say: "Carlos and Donny are talking about how they spent their summer vacation."
2. Model both parts of the dialog.
3. Have the students role-play it.
4. Have students make their own substitution.

Summer Vacation

Carlos:	Where did you go this summer, Donny?
Donny:	I stayed home because I had to go to summer school. Where did you go?
Carlos:	I visited Puerto Rico in August.
Donny:	Did you see your old friends?
Carlos:	Yes, I did. We played ball together and we talked.
Donny:	Did you enjoy yourself?
Carlos:	Yes, I did. I had such a great time, I didn't want to leave.

TEACHER RESOURCES

IV-18-Songs

Moving Day

1) How did you help?
How did you help?
How did you help on moving day?
How did you help on moving day?
Did you wash and work?
Did you clean and paint?
How did you help on moving day?
Did you pick up the chairs on moving day?
Did you walk up the stairs on moving day?
Did you open the doors on moving day?
Did you work and help on moving day?

2) How did he help?
How did he help?
How did he help on moving day?
How did he help on moving day?
He washed and worked.
He cleaned and painted.
That's how he helped on moving day.
He picked up the chairs on moving day.
He walked up the stairs on moving day.
He opened the doors on moving day.
He worked and helped on moving day.

3) How did he help?
How did he help?
How did he help on moving day?
Did he wash and work?
Did he clean and paint?
How did he help on moving day?
Did he pick up the chairs on moving day?
Did he walk up the stairs on moving day?
Did he wash the floors on moving day?
Did he open the doors on moving day?
Did he work and help on moving day?

(End) Did you wash and work?
Did you clean and paint?
How did you help on moving day?
How did you help on moving day?

Johnson, Berry. Language Games and Songs For Core English. Lexington, MA: Ginn & Co., 1971. This song reinforces the simple past tense of verbs.

TEACHER RESOURCES

IV-18-Songs

The Circus Clown

1) He arrived in the spring;
He smiled at everyone;
He played with all the children;
They danced in the sun.

2) He whispered in their ears;
They laughed at his games;
They loved to hear his stories;
He learned all their names.

Chorus

They cried yesterday;
He travelled to another town;
They called him, but he walked away...
He was the circus clown.

3) He dressed in funny clothes;
His favorite shirt was red;
He combed his hair and placed a hat
On top of his round head.

4) The children liked his shoes;
They touched his giant feet;
They followed him, applauded him
And marched in the street.

Chorus

They visited his tent;
They waited everyday;
They repeated everything he did;
They wanted him to play.

6) He looked very old,
But he acted like a child;
They asked him to stay with them;
He looked at them and smiled.

Chorus

7) They tried to make him understand
They wanted him to stay;
He answered with a sad, sad face,
And then he walked away.

Byrd, Donald and Wellman, Laurie. The ESL Express. New York: Collier MacMillan International, 1976. This song reinforces the simple past tense of regular verbs.

TEACHER RESOURCES

IV-18-Filmstrips

The Lollipop Dragon Filmstrip. Singer Films.

1. If possible, show the film on Valentine's Day. Ask students questions such as:

   "Whom is the Lollipop Dragon going to visit?"
   "What did Prince Hubert have for the Lollipop Dragon?"
   "What was in the letter?"

2. Make heart-shaped cards on which will be written the answers to questions about the film.
3. Show the film a second time.
4. Give students heart-shaped answer cards. Ask the questions again.
5. Have the students write their answers or dictate them to teacher.
6. Collect and mix the answer cards. Give them out. Have the students put them in story sequence.
7. Display the hearts in the classroom.

Storm, Tenby. Learning With Laughter. "Regular Verb Endings s, ed, ing; Mr. Verb's Magic Show." Holyoke, NY: Scott Educational Division, 1973.
This filmstrip can be used to reinforce the past tense of regular verbs.

ACTIVITY IV-19

Cognitive Skill: Time

Linguistic Item: Contractions with to be; use of now

Concept: Telling time

Materials:

- clock
- Student Worksheet IV-19
- paper plates
- fasteners
- cardboard

PROCEDURES

1. Introduce the concept of time to the students by asking:
   "How do you know what time to get up?"
   "When do you leave for school?"
   "When do you watch your favorite television show?"
   "When do you go to bed?"

2. Identify the different parts of the clock: the face, hands, numbers. Discuss "o'clock" and "thirty."

3. Show the time on the clock and have the students repeat the time after you.

   MODEL It's one o'clock now.
   It's one-thirty now.

4. Say the time and have the students show it on the clock and repeat the sentence.

5. Students complete Student Worksheet IV-19.

6. Have the students make their own clocks using a paper plate, paper fasteners, and hands made out of cardboard.

TEACHER RESOURCES

IV-19-Fingerplays

Ready for School

Two little houses closed up tight. (fist closed up, thumbs in)
Open up the windows and let in the light. (fingers open)
Ten little finger people tall and straight, (palms to front, fingers erect)
Ready for school at half past eight. (fingers erect, hands and arms more forward.)

Cromwell, Liz and Hibner: Finger Frolics - Fingerplays for Young Children. Livonia, MI: Dixie Partner Press, 1976, p. 73.

IV-19-Poems

Tick, Tock

Tick, tock, tick, tock,
Merrily sings the clock.
It's time for work,
It's time for play,
And so it sings
Through all the day.
Tick, tock, tick, tock,
Merrily sings the clock.

English Around the World - Level 2 Guidebook. Glenview, IL: Scott, Foresman & Co., 1970, p. 31.
This poem reinforces the concepts of time and daily routines.

Hickory, Dickory, Dock

Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock!

The Real Mother Goose. Chicago: Rand McNally, & Co., 1944.
This poem reinforces the concept of time.

TEACHER RESOURCES

IV-19-Chants

It's Time To Go To Bed

It's time to go to bed.
What time is it?
It's time to go to bed.
What time is it?
It's time to go to bed.
I don't want to go to bed.
You have to go to bed.
What time is it?
You've got to go to bed.
I don't want to go to bed.
You must go to bed.
I don't want to go to bed.
I'm not sleepy.
I'm not sleepy.

It's time to get up.
What time is it?
It's time to get up.
What time is it?
It's time to get up.
I don't want to get up.
You have to get up.
I don't want to get up.
You've got to get up.
I don't want to get up.
You must get up.
I don't want to get up.
I don't want to get up.
I'm sleepy.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 59.
This jazz chant reinforces the concept of time.

IV-19-Filmstrips

Heffernan-Cabrera, Patricia. Audio-Visual English, Set One. New York: Collier Macmillan International, 1969.
The filmstrip "Telling Time" can be used to teach and/or reinforce the concept of time.

TEACHER RESOURCES

IV-19-Games

Tell Time Quizmo. Springfield, MA: Milton Bradley Corp., 1957.
This game reinforces the concept of time.

IV-19-Duplicating Masters

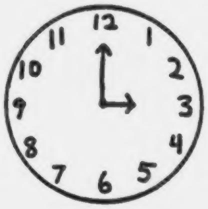
Gabel, Dorothy. The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980.
The page entitled "Time Telling" (p. 14) can be used from this duplicating spirit master book to reinforce the concept of telling time.

Student Worksheet IV-19

Telling Time

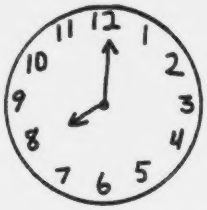
Fill in the correct time in the blank space.

1)



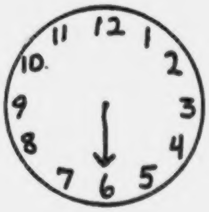
It's __________ now.

2)



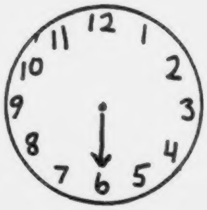
It's __________ now.

3)



It's __________ now.

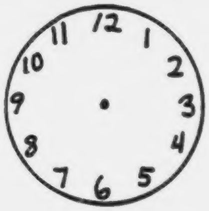
4)



It's __________ now.

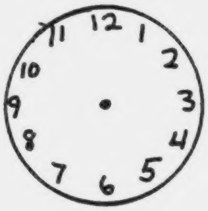
Show the time on the clock.

5)



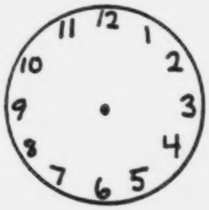
It's 5:00 now.

6)



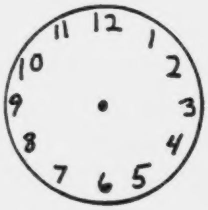
It's 11:00 now.

7)



It's 10:30 now.

8)



It's 4:30 now.

Name ____________________________________

ACTIVITY IV-20

Cognitive Skill: Time and sequence

Linguistic Item: Past tense of irregular verbs, affirmative form only

Concept: Activities

Materials:

- word card: "Susan"
- ten pictures of a girl's actions: 1) waking up, 2) eating breakfast, 3) beginning to dress, 4) going to school, 5) having lunch, 6) getting home, 7) doing homework, 8) making dinner, 9) reading a book, 10) falling asleep (See Teacher Resource IV-20.)
- ten cards showing a clock at 7:00, 7:30, 8:00, 8:30, 12:00, 3:00, 4:00, 6:00, 7:30, 8:30 (See Teacher Resource IV-20-A.)
- Student Worksheet IV-20

PROCEDURES

1. Have the students tell what they did yesterday and at what time.

2. Model and elicit the ten new sample sentences. Show the picture of each activity and the time as you model the sentences.

MODEL Susan woke up at 7 o'clock.
She ate breakfast at 7:30 a.m.
She began to dress at 8 o'clock.
She went to school at 8:30.
She had lunch at 12:30.
She got home at 3 p.m.
She did her homework at 4 o'clock.
She made dinner at 6 o'clock.
She read a book at 7:30.
She fell asleep at 8:30 p.m.

3. Expand the sentences by adding the days of the week.

MODEL Yesterday she fell asleep at 8:30.
Last Tuesday she had lunch at 12 o'clock.

6. Complete the worksheet.

7. For older students, these irregular verbs can be used:

slept until
got up
ate breakfast
began to dress
left for school
caught the bus
rode the bus until
saw his friends
began his work
took a science test
did his math
wrote a composition
knew his social studies
spoke to his teacher
had lunch
went to gym
swam in the pool
sang in the choir
got home at
did his homework
made dinner
met his friends
read a book
heard the ball game
said good-night
fell asleep

TEACHER RESOURCES

IV-20-Songs

Found a Peanut (adaptation of "My Darling Clementine")

Found a peanut. Found a peanut. Found a peanut last night. Last night I found a peanut. Found a peanut last night.

It was rotten. It was rotten. It was rotten last night. It was rotten. It was rotten. It was rotten last night.

Ate it anyway. Ate it anyway. Ate it anyway last night. Ate it anyway. Ate it anyway. Ate it anyway last night.

Got a stomachache. Got a stomachache. Got a stomachache last night. Got a stomachache. Got a stomachache. Got a stomachache last night.

Called the doctor. Called the doctor. Called the doctor last night. Last night I called the doctor. Called the doctor last night.

Gave me medicine. Gave me medicine. Gave me medicine last night. Last night gave me medicine. Gave me medicine last night.

Felt better. (etc.)

Found a peanut. Found a peanut. Found a peanut. Found a peanut this morning. This morning I found a peanut. Found a peanut this morning.

Threw it away. Threw it away. Threw it away this morning. This morning I threw it away. Threw it away this morning.

(This song may be repeated, substituting any of the following: last week, this morning, last year, yesterday evening.)

English Around The World, Level 4 Guidebook. Glenview, IL: Scott, Foresman & Co., 1973, p. 57.

TEACHER RESOURCES

IV-20-Song Filmstrips

I Had a Little Overcoat

1) I had a little overcoat, as old as could be.
Tra la la la la la la la la la la.
What I'd ever do with it, I just couldn't see,
Tra la la la la la la la la la la.

2) Chorus

So I thought a little while and
Made myself a jacket in the very latest style,
Tra la la la la la la, Tra la la la la la la.
Made myself a jacket in the very latest style.

3) ......little jacket, it was as old as could be...

4) Chorus

.....vest.......

5) ......little vest, it was as old as could be...

6) Chorus

.....a tie

7) ......little tie, it was as old as could be...

8) Chorus

.....a button...

9) ......little button, it was as old as could be...

Chorus

10) .....a nothing,...

11) ......little nothing, it was as old as could be...

Chorus

12) ....song

Phono-Viewer Programs - Music Series/Story Songs I. New York: General Learning Corporation - Early Learning Division, 1969.

This record and filmstrip can be used to reinforce sequencing and the past tense of selected verbs.

TEACHER RESOURCES

IV-20-Songs

Today and Yesterday

Why don't you fly a kite?
I flew one yesterday.
Why don't you throw a ball?
I threw one yesterday.
Why don't you draw a picture?
I drew one yesterday.
Why don't you leave me alone?
I did that yesterday!

Why don't you fight a bull?
I fought one yesterday.
Why don't you catch a frog?
I caught one yesterday.
Why don't you buy a book?
I bought one yesterday.
Why don't you leave alone?
I did that yesterday!

Chorus

What can I do today?
Where can I go?
Oh, I'm so bored!
That's all I know.

Why don't you read a book?
I read one yesterday.
Why don't you feed the dog?
I fed him yesterday.
Why don't you lead a parade?
I led one yesterday.
Why don't you leave me alone?
I did that yesterday!

Why don't you write a letter?
I wrote one yesterday.
Why don't you drive your car?
I drove it yesterday.
Why don't you ride your bike?
I rode it yesterday.
Why don't you leave me alone?
I did that yesterday!

TEACHER RESOURCES

IV-20-Songs (cont.)

Chorus

Why don't you shut the door?
I shut it yesterday.
Why don't you set the table?
I set it yesterday
Why don't you cut the cake?
I cut it yesterday.
Why don't you leave me alone?
I did that yesterday!

Why don't you sing a song?
I sang one yesterday.
Why don't you drink some milk?
I drank some yesterday.
Why don't you ring a bell?
I rang one yesterday.
Why don't you leave me alone?
I did that yesterday!

Chorus

Byrd, Donald R.H., and Wellman, Laurie. ESL Express. New York: Collier Macmillan International, 1976.

This song reinforces the simple past tense of irregular verbs. Picture cards for each activity can be drawn as cues to help students remember the words to the song.

IV-20-Fingerplays

Five Little Girls

Five little girls woke up in their beds.
(Curl fingers of one hand loosely in palm.)
This little girl jumped right out of bed.
(Starting with thumb, let each finger pop up for one girl.)
This little girl shook her curly head. (Shake fingers.)
This little girl washed her sleepy face. (Pantomime.)
This little girl got all her clothes in place. (Pantomime.)
This little girl put on her shoes and socks. (Pantomime.)
And they all ran down to breakfast (All fingers run behind back.)
When the time was 8 o'clock.

Grayson, Marion F. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, Inc., 1962, p.20.

TEACHER RESOURCES

IV-20-Chants

Polka Dot Pajamas

I woke up early,
    early in the morning.
Got out of bed,
    comfortable bed.
Jumped on the pillow,
    soft pillow.
Stood on my head,
    hard head.
Took off my pajamas,
    polka dot pajamas.
Put on my clothes,
    beautiful clothes.
Brushed my teeth,
    nice white teeth.
Blew my nose,
    tiny little nose.
Had my breakfast,
    great big breakfast.
Fed the cat,
    fat cat.
Went back to my room,
    nice little room.
Opened the door,
    great big door.
Saw my pajamas,
    polka dot pajamas.
On the floor,
    polka dot pajamas.
Picked them up,
    polka dot pajamas.
Put them in a drawer,
    polka dot pajamas.
Picked up my books,
    three or four.
Said goodbye to Mama,
And ran out the door.

Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979, p. 69.

This jazz chant reinforces the use of selected regular and irregular verbs in the simple past tense. Pantomime can be used to help the students remember the words to the song.

TEACHER RESOURCES

IV-20-Poems

Read the poem and ask sequence questions. Using the worksheet, do a cloze exercise. When doing the fill-ins, the vanishing technique may be used. Erase one item at a time and have students complete each sentence. Then have them read the total text.

Once I had a bicycle.*
I bought it at a sale.
I rode it all around the town,
In sunlight, rain, and hail.

A thief came and stole my bike.
I cried and cried all day.
I wrote/sent a letter to the police.
I said, "That thief will pay!"

I gave the note to the mailman.
He took/saw my note with fright.
He ran away and guess why?
For he or she was the thief all right!

*Author: Rae Ann Fischer, unpublished

Helping

Agatha Fry, she made a pie,
And Christopher John helped bake it.
Christopher John, he mowed the lawn,
And Agatha Fry helped rake it.
Zachary Zugg took out the rug,
And Jennifer Joy helped shake it.
And Jennifer Joy, she made a toy,
And Zachary Zugg helped break it.

And some kind of help
Is the kind of help
That helping's all about.
And some kind of help
Is the kind of help
We all can do without.

Silverstein, Shel. Where the Sidewalk Ends. New York: Harper & Row Publishers, 1974, p. 101.
This poem reinforces the past tense of regular and irregular verbs and the concept of daily activities.

TEACHER RESOURCES

IV-20-Poems

The House That Jack Built

This is the house the Jack built.
This is the malt
That lay in the house
That Jack built.

This is the rat
That ate the malt
That lay in the house
That Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the cow
With the crumpled horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the maiden,
All forlorn,
That milked the cow
With the crumpled horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

TEACHER RESOURCES

IV-20-Poems (cont.)

This is the man,
All tattered and torn,
That kissed the maiden,
All forlorn,
That milked the cow
With the crumpled horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the priest, all shaven and shorn,
That married the man, all tattered and torn,
That kissed the maiden, all forlorn,
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the cock that crowed in the morn
That waked the priest, all shaven and shorn,
That married the man, all tattered and torn,
That kissed the maiden, all forlorn,
That milked the cow
With the crumpled horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This is the farmer who sowed the corn
That fed the cock that crowed in the morn
That waked the priest, all shaven and shorn,
That married the man, all tattered and torn,
That kissed the maiden, all forlorn,
That milked the cow with the crumpled horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
That Jack built.

This poem reinforces the past tense of selected verbs and the sequencing of events. The teacher can draw picture cue cards for each line of the poem and they can then be arranged sequentially, according to the rhyme.

TEACHER RESOURCES

IV-20-Books

Ziegler, Sandra. All of Grandmother's Clocks. Chicago: Children's Press, 1977.

1. Discuss the students' visits to their grandparents.
2. Read the story and then model the following sentence patterns:

MODEL Billy woke up at 7 o'clock.
Billy ate breakfast at 8 o'clock.
Billy watched cartoons at 9 o'clock.
Billy helped his grandfather at 10 o'clock.
Billy drank some juice at 11 o'clock.
Billy had lunch at 12 o'clock.
Billy flew his kite at 3 o'clock.
Billy ate dinner at 5:30.
Billy went to sleep at 8 o'clock.

3. Have the children tell what happened at 7, 8, 9 o'clock, etc.
4. Have children tell when Billy woke up, etc.
5. Draw pictures of events and times. Have students sequence them.
6. Have a rebus or word fill-in exercise of correct times for actions (see below).
7. Have children tell what they did yesterday and at what time.

All of Grandmother's Clocks

Fill in the correct times:

1. Billy woke up at ____________.

2. Billy ate breakfast at ____________.

3. Billy watched cartoons at ______________.

4. Billy helped his grandfather ______________.

5. Billy drank some juice at ______________.

6. Billy had lunch at ____________.

7. Billy and Grandfather flew their kites at about ______________.

8. Billy ate dinner at ______________.

9. Billy went to sleep at ______________.

TEACHER RESOURCES

IV-20-Books

Becker, John. Seven Little Rabbits. New York: Scholastic Book Services, 1977.

Brandenberg, Franz. No School Today. New York: Scholastic Book Services, 1975.

Charles, Donald. Calico Cat At School. Chicago: Children's Press, 1981.

Lobel, Arnold. " A List" from Frog and Toad Together. New York: Harper and Row Publishers, Inc., 1971.

These stories reinforce the concepts of daily routines.

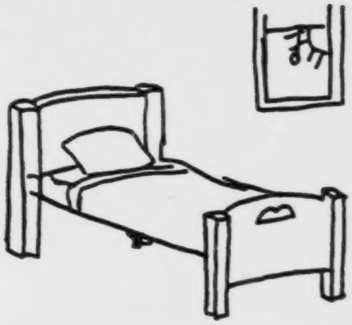
IV-20-Skits

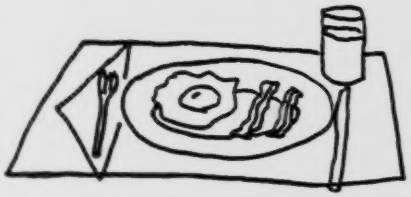
Hines, Mary Elizabeth. Skits in English As a Second Language. New York: Regents Publishing Co. Inc., 1973 p. 99.
The skit "Home From Vacation" can be used with older students to reinforce the irregular past tense of selected verbs.

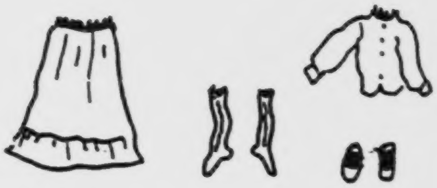
IV-20-Games

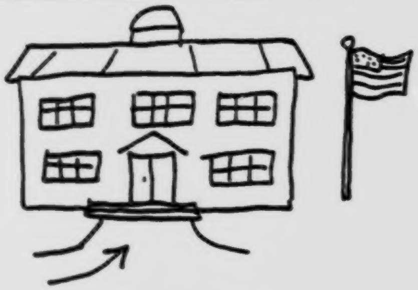
Let's Learn Sequence, #1015, "6 Clocks." Paoli, PA: The Instructo Corp., 1971.

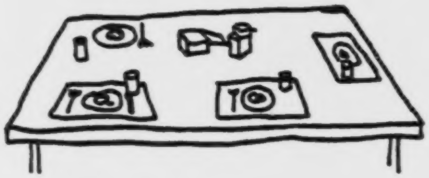
Teacher Resource IV-20 Pictures

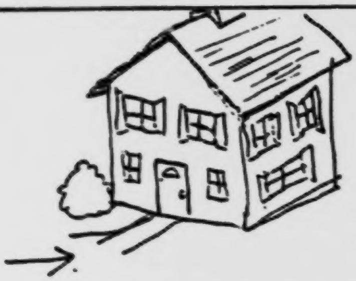


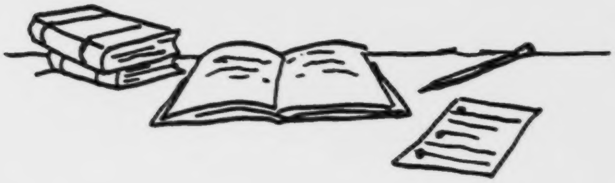


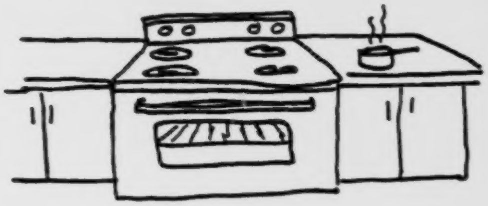


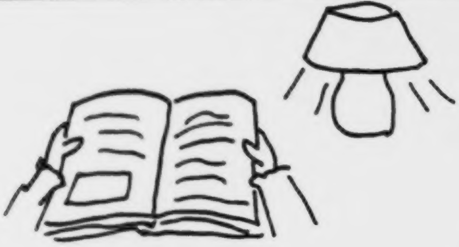


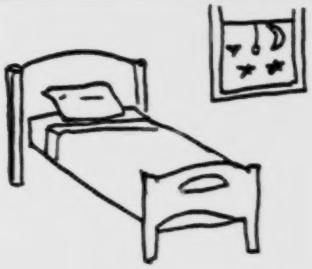




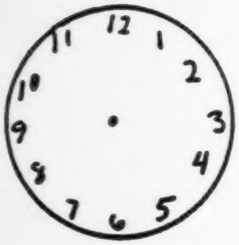








Teacher Resource IV-20-A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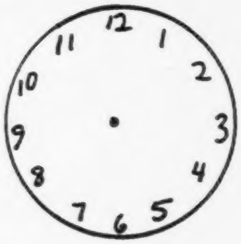
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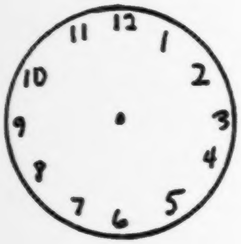
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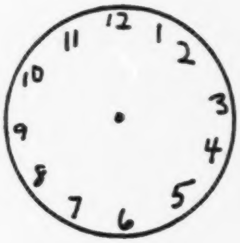
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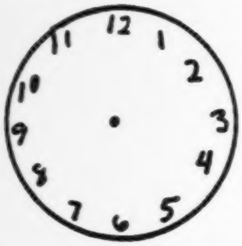
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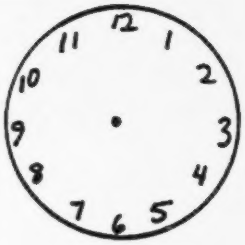
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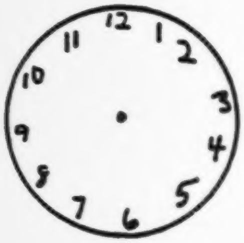
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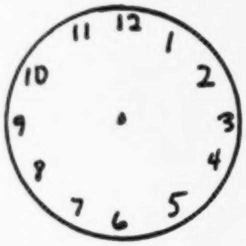
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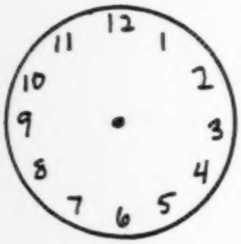
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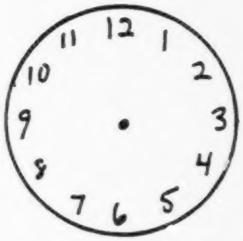
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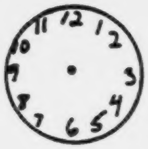
Student Worksheet IV-20

1) Draw the correct picture for each sentence.
2) Fill in the time.
3) Cut frames.
4) Make a book.

Susan's Day

by ____________

Susan woke up at 7. o'clock.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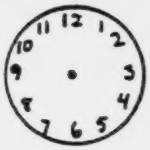
She ate breakfast at 7:30 a.m.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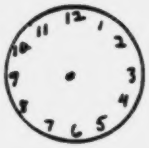
She began to dress at 8 o'clock.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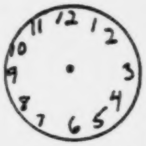
She went to school at 8:30 a.m.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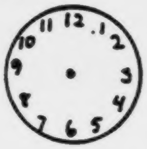
Name ______________________________

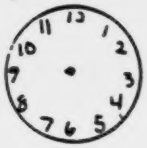
SW-IV-20 (p. 1 of 2)

Student Worksheet IV-20 (cont.)

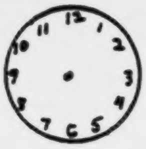
She had lunch at 12:30.



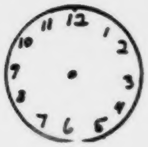
She got home at 3 p.m.



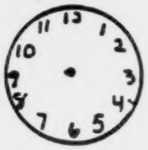
She did her homework at 4 o'clock.



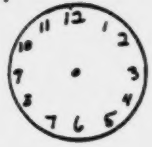
She made dinner at 6 o'clock.



She read a book at 7:30 p.m.



She fell asleep at 8:30 p.m.



Name ______________________________

ACTIVITY IV-21

Cognitive Skill:	Time and sequence
Linguistic Item:	Contrast present, present continuous and past continuous tenses
Concept:	Activities; days of the week

Materials:

- activity cards (from IV-1)
- day word cards, "now," "before," "every day," "last"
- "s," "ing," "ed," "is," "was," "are," "were"
- pocket chart
- Student Worksheets IV-21, IV-21-A, IV-21-B

PROCEDURES

1. Review uses of tenses with time markers "now," "before," "every day," "last (day of the week)." Model a sentence on the pocket chart and make the necessary transformations as the time markers change.

2. Have students rebus write sentences on pocket chart. Give a time marker cue card and have students complete the transformations.

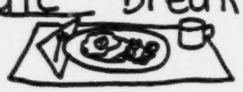
3. Have students complete Worksheet IV-21.

4. Student Worksheets IV-21-A and B will be used according to students' levels.

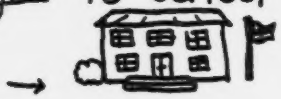
Daily Activities

Complete the following sentences by circling one of the time expressions.

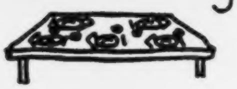
1) She ate breakfast (now/ last Monday).



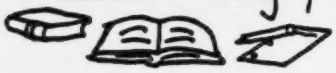
2) I go to school (every day/ before).



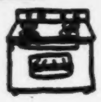
3) We are having lunch (before/ now).



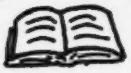
4) You were doing your homework (last Tuesday /before).



5) He made dinner (last Wednesday/every day).



6) They are reading a book (before/now).



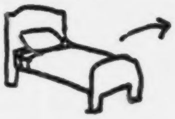
Name ____

Student Worksheet IV-21-A

Daily Activities

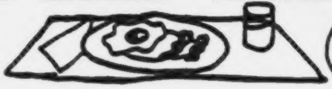
Fill in the blanks.

1) I ______ __________ ____ now



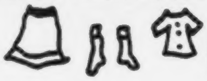
(wake up)

2) He ______ __________ breakfast now.



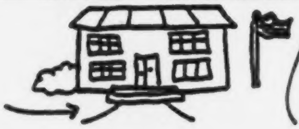
(eat)

3) You ______ __________ to dress before.



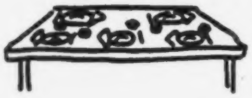
(begin)

4) She ______ __________ to school before.



(go)

5) We ______ __________ last Thursday.



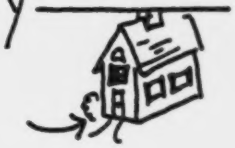
(had lunch)

Name ______________________________

SW-IV-21-A (p. 1 of 2)

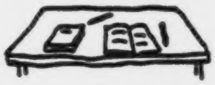
Student Worksheet IV-21-A (cont.)

6) They ________ ________ last Monday.



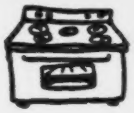
(go home)

7) Mary ________ her homework last Wednesday.



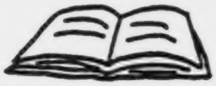
(do)

8) Tim ________ dinner every day.



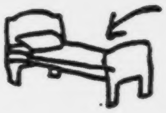
(make)

9) John ________ a book every day.



(read)

10) Anne ________ ________ every day.



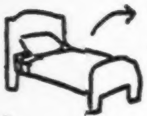
(fall asleep)

Name ________________________________

Student Worksheet IV-21-8

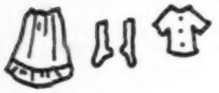
Daily Activities

Write two sentences for each verb pictured below:

1)  (wake up) now/ before

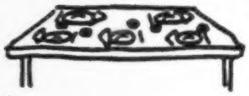
a) I _____ __________ up _____ .

b) I _____ __________ up ________ .

2)  (begin) before/ last Monday

a) She _____ __________ to dress ________ .

b) She _______ to dress _______ __________ .

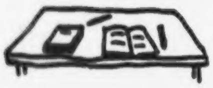
3)  (have) last Wednesday/every day.

a) We ________ lunch ______ __________ .

b) We ________ lunch ________ ______ .

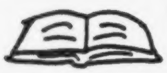
Name ______________________________

Student Worksheet IV-21-B (cont.)

4)  (do) every day/ before

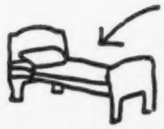
a) You ______ your homework ______ ______.

b) You ______ ______ your homework ______.

5)  (read) now/ last Sunday

a) They ______ ______ a book ______.

b) They ______ a book ______ ______.

6)  (fall) every day/ now

a) He ______ asleep ______ ______.

b) He ______ ______ asleep ______.

Name ______________________________

ACTIVITY IV-22

Cognitive Skill:	**Time sequence**
Linguistic Item:	**Past tense of irregular verbs, interrogative and negative forms; contractions with did**
Concept:	**Activities; daily routines**

Materials:

- picture and word cards used with Activity IV-20
- Student Worksheet IV-22

PROCEDURES

1. MODEL

   Did Susan wake up at 7:30?
   No, she didn't wake up at 7:30.
   She woke up at 7 o'clock.

2. Give students picture and word cue cards and have them ask questions that elicit affirmative and negative responses.

3. Expand sentences by adding the days of the week.

4. Proceed with the same activities used to practice the past tense of regular verbs and the days of the week. (See Activities IV-8, 9, and 10.)

5. Students complete Student Worksheet IV-22. The words for verbs may be substituted with the pictures of activities.

TEACHER RESOURCES

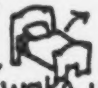
IV-22-Books

Ormsby, Virginia. What's Wrong With Julio? Philadelphia: J.B. Lippincott Co., 1965.
  This story can be adapted to reinforce "did" questions.

Student Worksheet IV-22

Daily Routines

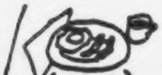
Ask a question and then give the correct answers using each picture and time expression listed below.

Sample: I /  (wake up) / at 6 o'clock

a) Did I wake up at 6 o'clock?

b) No, you didn't wake up at 6 o'clock.

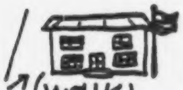
c) You woke up at 7 o'clock.

1) You /  (eat) / breakfast at 6:30.

a) ______________________________ ?

b) ______________________________ .

c) ______________________________ .

2) He /  (walk) / to school at 8 o'clock

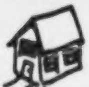
a) ______________________________ ?

b) ______________________________

c) ______________________________

Name ______________________________

Student Worksheet IV-22 (cont.)

3) We / 

/ home at 2 o'clock

a) ______________________________

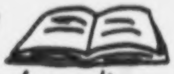
______________________________?

b) ______________________________

______________________________.

c) ______________________________

______________________________.

5) Tohn / 

/ his book at 6:30

a) ______________________________

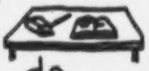
______________________________?

b) ______________________________

______________________________.

c) ______________________________

______________________________.

4) They / 

/ their homework dt 3 o'clock

____

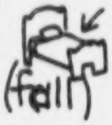
______________________________?

____

______________________________.

____

______________________________.

6) Mary / 

/ off her bed at 9:30

____

______________________________?

____

______________________________.

____

______________________________.

Name ______________________________

IV-22 (p. 2 of 2)

ACTIVITY IV-23

Cognitive Skill:	**Time sequence**
Linguistic Item:	**Past tense of irregular verbs; contractions with did**
Concept:	**Activities: lunchtime**

Materials:

- dialog: "Lunchtime"
- pictures of bus stop, clock showing 8 a.m., school, clock showing 9 a.m., girl eating, girl rubbing stomach
- Student Worksheet IV-23

PROCEDURES

1. Model both parts of the dialog. Then have students act it out using the cue cards shown in parenthesis.

Dialog: Lunchtime

Say: "Mary and Susan sit down to eat lunch in the school cafeteria."

MODEL

Mary:	I waited for you at the bus stop this morning, Susan. Where were you? (bus stop)
Susan:	My alarm clock didn't ring, so I woke up at 8 o'clock. (clock - 8 a.m.)
Mary:	Did you get to school on time? (school)
Susan:	No, I didn't. I got to school at 9 o'clock. (9 a.m.)
Mary:	Susan, slow down! You're eating too fast. (girl eating)
Susan:	I'm starving! I didn't eat any breakfast this morning. Let's talk after lunch. (girl rubbing stomach)
Mary:	Okay, Susan!

2. Have cues for each line of the dialog available (see parentheses) to prompt students' delivery of dialog.

3. Students complete Student Worksheet IV-23. Students will cloze the sentences using the appropriate tenses of the verbs in parentheses.

TEACHER RESOURCES

IV-23-Chants

You Did It Again!

You did it again!
        What did I do?
You did it again!
        What did I do?
I told you not to do it, and you did it again!
        I'm sorry.
        I'm sorry.
You broke it!
        What did I break?
You took it!
        What did I take?
You lost it!
        What did I lose?
You chose it!
        What did I choose?
I told you not to do it, and you did it again!
        I'm sorry.
        I'm sorry.
You wore it!
        What did I wear?
You tore it!
        What did I tear?
I told you not to do it, and you did it again!
        I'm sorry!
        I'm sorry!

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p. 25.
This jazz chant reinforces the use of irregular verbs in questions and statements.

IV-23-Filmstrips

Ward, Elaine M. "Lunch With Arnie" from The Story Tree Filmstrips - The Manners Series. Allen, TX: Argus Communications, a division of DLM, Inc., 1982.
The filmstrip reinforces the concept of meals (lunch) and the past tense of verbs in the affirmative, negative and interrogative forms.

IV-23-Picture Sets

Millstein, Bethanic. Language Structure Simplified 1 + 11. New York: Educational Activities, Inc., 1975.
Some of these pictures can be discussed in the past tense.

TEACHER RESOURCES

IV-23-Games

Verb Tense Board. New York: Developmental Learning Materials.
The past tense can be reinforced with this game.

Teacher-made game: "Guess Who"

Materials

- a blank chart on the chalkboard
- a reproduction of the chart for each child, or if the children are very young, a master chart using pictures with each box individually covered. As each question is asked, remove the appropriate cover on the master chart, or write the answer on the chalkboard chart, or have students fill in their blank charts. Teacher Resource IV-23-Chart shows the completed chart. (The students do not see it.)

PROCEDURES

1. Introduce the game by holding up the master chart and saying: "I met one person yesterday. The person I met ate ice cream, drank tea, read a book, wore pants, and washed the dishes. Who was it?"

2. Hold up the master chart and say: "I met one person yesterday." Student writes the name of the person and hides the paper. Have the children figure out who the person is by asking the questions, such as:
   "Did Peter eat ice cream?"
   "Did Jane drink tea?" (The person on this chart is Barbara.)

3. Once the answers are supplied, the children review the chart to determine who the person in question is.

4. Have the children practice by asking the questions in the past tense.
   MODEL: Did Peter eat cake?
   No, he didn't eat cake. He ate ice cream.

5. This game may be adapted by the teacher in many ways.

Master Chart

PETER	ice cream	mild	a book	pants	the dishes
JANE	ice cream	tea	a book	a dress	the dishes
RICHARD	cake	tea	a book	pants	the dishes
BARBARA	ice cream	tea	a book	pants	the dishes
DAVID	ice cream	tea	a magazine	pants	the floor

Student Worksheet IV-23

Lunchtime

Complete the following sentences with the correct form of the verb in parenthesis.

(wait) ① I ______ for you at the bus stop this morning, Susan.

(ring) ② My alarm clock ____ ______.

(wake up) ③ So I ______ ___ at 8 o'clock.

(get) ④ _____ you ____ to school on time?

(do) ⑤ No, I _____.

(get) ⑥ I _____ to school at 9 o'clock.

(eat) ⑦ I _____ _____ any breakfast this morning.

Name ______________________________

SW-IV-23

ACTIVITY IV-24

Cognitive Skill: Time and sequence; matching

Linguistic Item: When questions; use of a.m., p.m.

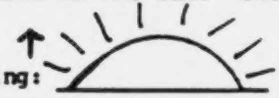
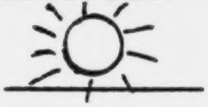
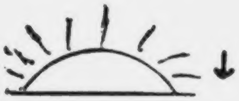
Concept: Routine actions

Materials:

. the 10 pictures from Activity IV-20
. symbols of morning, afternoon and evening
. Student Worksheet IV-24

PROCEDURES

1. Teach the concept of morning, afternoon, and evening as it relates to the location of the sun. Use these symbols as cues:

morning:  afternoon:  evening: 

2. Display the ten pictures of actions.

   As you model the following ten sentences, place the appropriate time symbol next to each picture.

   MODEL

   When did Susan wake up?
   She woke up at 7 o'clock in the morning.
   When did she eat breakfast?
   She ate breakfast at 7:30 a.m.
   When did she begin to dress?
   She began to dress at 8 o'clock in the morning.
   When did she go to school?
   She went to school at 8:30 a.m.
   When did she have lunch?
   She had lunch at 12 o'clock in the afternoon.
   When did she do her homework?
   She did her homework at 4 p.m.
   When did she make dinner?
   She made dinner at 6 o'clock in the evening.
   When did she read a book?
   She read a book at 7:30 p.m.
   When did she fall asleep?
   She fell asleep at 8:30 in the evening.

3. Using the ten model sentences, have the students become familiar with the "when" question through the use of drills; use the pictures and word cards as aids. For example, have students ask questions with "did." Change them to "when" questions.

   MODEL Did Susan wake up at 7 o'clock in the morning?
   When did Susan wake up?

Also give students a statement and then have them change it to a question.

MODEL Susan woke up at 7 o'clock in the morning.
When did Susan wake up?

4. Have students complete Student Worksheet IV-24. Pictures of the activities may be used instead of the verb words.

TEACHER RESOURCES

IV-24-Filmstrips

Little Red Riding Hood

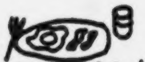
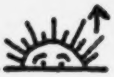
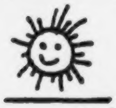
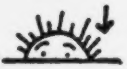
1. Show the film, then review it using reproduction stencils from "Retelling Your Favorite Story" and asking "when" and "where" questions. Have students sequence events and make their own books.
2. The "when" and "where" questions may be put on Language Master blank cards and students may work in pairs, asking and answering the questions.

Ontiveros, Richard and Jacqueline. Kenworthy's Laguna Language Series Bilingual Program. Buffalo, NY: Kenworth Educational Service, Inc., 1976.

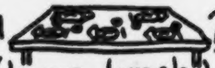
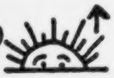
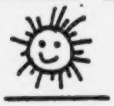
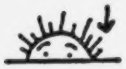
Student Worksheet IV-24

Daily Routines

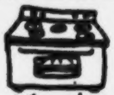
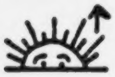
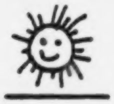
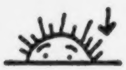
Answer the questions and circle the correct picture:

1) When did you  ?   

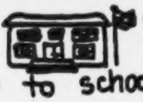
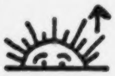
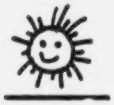
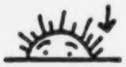
(eat breakfast)

2) When did you  ?   

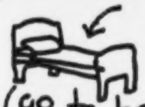
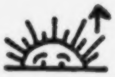
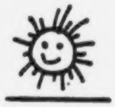
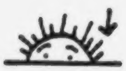
(have lunch)

3) When did you  ?   

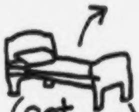
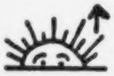
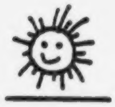
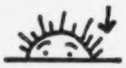
(make dinner)

4) When did you  ?   

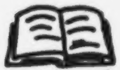
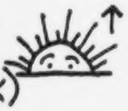
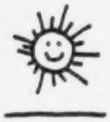
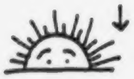
(go to school)

5) When did you  ?   

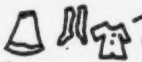
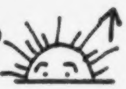
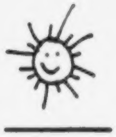
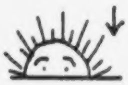
(go to bed)

6) When did you  ?   

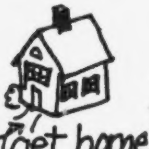
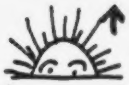
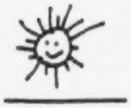
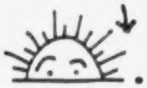
(get up)

7) When did you  ?   

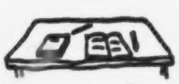
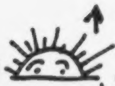
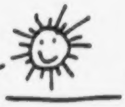
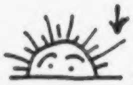
(read a book)

8) When did you  ?   

(dress)

9) When did you    .

(get home)

10) When did you    .

(do your homework)

Name ______________________________

ACTIVITY IV-25

Cognitive Skill:	Sequence
Linguistic Item:	When and where questions
Concept:	Meals

Materials:

- "where" and "when" flash cards (Teacher Resource IV-25-Flash Cards)
- Tell Again Story Cards: "The Three Bears" (See Teacher Resources IV-25-Picture Cards.)
- filmstrip: "The Three Bears" (See Teacher Resources IV-25-Filmstrips.)

PROCEDURES

1. For a review, have children name daily routines. List these on the board. Ask "where" and "when" questions, using flash cards. Particularly zero in on meals - breakfast, lunch, dinner.

   Say: "I wake up."
   Ask: "Where?" (Show flash card.)
   Elicit: "In the bedroom."

   Say: "I brush my teeth."
   Ask: "Where?" (Show flash card.)
   Elicit: "In the bathroom."

   Say: "I eat breakfast."
   Ask: "Where?" (Show flash card.)
   Elicit: "In the kitchen."
   Ask: "When?" (Show flash card.)
   Elicit: "In the morning."

   Continue with this type of questioning until satisfied with the results.

2. Say: "We are going to hear a story about another family. Maybe you have heard it before. If you have, tell me what you remember. This is a family of three bears."

   Read the story cards, then mix them up. Have students put them in proper sequence, using selected adverbs "first," "then," "next," and "last." Ask "when" and "where" questions about the story.

   Ask: "Where did Mama Bear cook the cereal?"
   Elicit: "In the kitchen."

Ask: "When did she cook the cereal?"
Elicit: "In the morning."

Ask: "Where did the Three Bears go?"
Elicit: "To the woods."

Ask: "Where did Goldilocks go first?"
Elicit: "To the kitchen."

Ask: "Where did Goldilocks go after she went to the kitchen?"
Elicit: "To the living room."
"To the dining room."

Ask: "When did she go to the bedroom?"
Elicit: "She went there last."

3. As a summary, ask about meals.

Ask: "Did the Three Bears eat breakfast?"
Elicit: "No, they didn't."

Ask: "Did they eat lunch?"
Elicit: "No, they didn't."

Ask: "Did they eat dinner?"
Elicit: "No, they didn't."

4. a. Preview the story of "The Three Bears" on filmstrip. Tell children this story is a little different. Here Mama Bear is making soup.

Ask: "When do we eat soup?"
Elicit: "(For lunch.)" "(At noon.)" "(At 12 o'clock.)"

Ask: "Where do we eat soup?"
Elicit: "(At home.)" "(In the kitchen.)" "(In school.)"

b. First have children view the film version. Then use the film without sound and have a leader call on children to make "where" and "when" questions.

This filmstrip may be used to review past tenses of regular and irregular verbs (i.e., Activity IV-1); questions with "did" (i.e., Activity IV-2); contractions with "does not" (Activity IV-4). In addition, this prepares students for the concept of parts of a house, which will be taught in the next goal.

TEACHER RESOURCES

IV-25-Picture Cards

Tell Again Story Cards, Level I: "The Three Bears," New York: McGraw-Hill, 1967.

IV-25-Filmstrips

Ontiveros, Richard and Jacqueline. "The Three Bears" from Kenworthy's Laguna Language Series Bilingual Program. Buffalo, NY: Kenworthy Educational Service, Inc., 1976.

"What's Next?" from the Mathematical Concepts Series - Patterns I. Morristown, NJ: General Learning Corporation, 1970.
This record and filmstrip can be used to reinforce the sequencing of objects.

IV-25-Fingerplays

Two Cozy Homes

Two cozy homes.
Stand upon a hill. (Put fists on table.)
Here lives Jack. (Lift and lower right fist.)
Here lives Jill. (Lift and lower left fist.)
When they've had breakfast,
They go to play. (Extend two forefingers.)
They run (Move extended fingers rapidly.)
And they jump (Lift and lower arms.)
And they swing all day. (Swing arms back and forth.)
When the sun goes down,
They go in to stay. (Rest fists on table.)
Here rests Jack, (Lift and lower right fist.)
Here rests Jill, (Lift and lower left fist.)
Everything is quiet (Fold hands on table.)
Upon the little hill.

Adapt this fingerplay by changing it to the past tense.

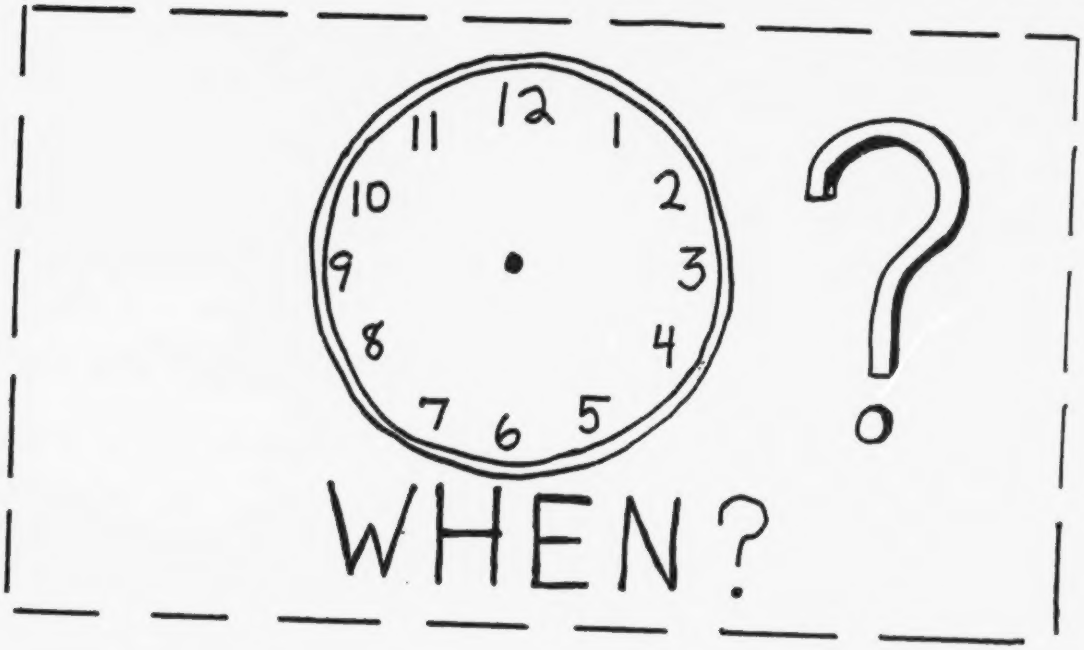
Carlson, Bernice Wells. Listen! And Help Tell The Story. Nashville, TN: Abingdon Press, 1965, p. 22.

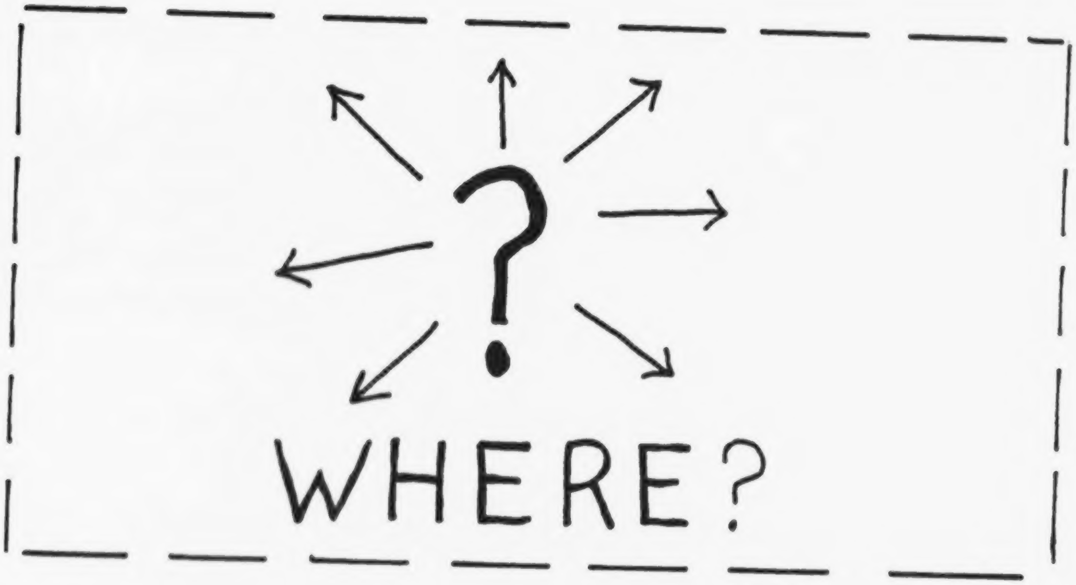
IV-25-Games

"Sequencing People at Work and What They Do" from Sequencing (Mark-On/Wipe-Off). Springfield, MA: Milton Bradley Corp.

Let's Learn Sequence, #1015. Paoli, PA: Instructo Corp. These reinforce the sequencing of events. The action cards can be discussed in the past tense and the words "first," "next," and "last" can be reinforced.

Teacher Resource IV-25-Flash Cards


12
1
2
3
4
5
6
7
8
9
10
11
?
WHEN?



ACTIVITY IV-26

Cognitive Skill:	Time and sequence; production from memory
Linguistic Item:	First, last, next
Concept:	Routine actions

Materials:

. the 10 picture cue cards for actions and time (See Activity IV-20)

PROCEDURES

1. Model three sentences about each picture, in chronological order.

MODEL First Susan woke up.
Next she ate breakfast.
Last she began to dress.

2. Give a student any three pictures of Susan's activities and ask him or her to sequence the pictures. After she or he does this, have the student tell the story using the words "first," "next" and "last."

ACTIVITY IV-27

Cognitive Skill:	Sequence: creating stories
Linguistic Item:	First, last, next
Concept:	Routine actions

Materials:

- word cards: "first," "next," "last"
- cue picture cards of actions (See Activity IV-20)
- flannelboard

PROCEDURES

1. Silly Story Game. Make up a silly story about what you did yesterday.

   MODEL First I had lunch.
   Next I had breakfast.
   Last I woke up.

2. Have a student retell the story in sequence, using the pronoun "you."

3. Have a student make up a story, then have a volunteer retell the story in sequence.

This may be used for developing listening attention and memory if the story is given orally only. Teacher may have students write the sentences on the flannelboard using cue picture cards, and another student will reorder the sentences as needed.

ACTIVITY IV-28

Cognitive Skill:	**Sequence: temporal relationships**
Linguistic Item:	**Before, first, last, after**
Concept:	**Daily routines**

Materials:

. 10 pictures of actions (See Activity IV-20.)
. word cards: "first," "last," "next," "before," "after"
. Student Worksheet IV-28

PROCEDURES

1. a. Show the students two pictures about Susan's daily routines, such as: She woke up and ate breakfast.

Ask: "What did Susan do first?"
Elicit: "She woke up."
Say: "Susan woke up before she ate breakfast."

Continue this drill with the eight remaining pictures, using the word "before" in each sentence.

b. Show the first two pictures to the students again. (Susan woke up and ate breakfast.)

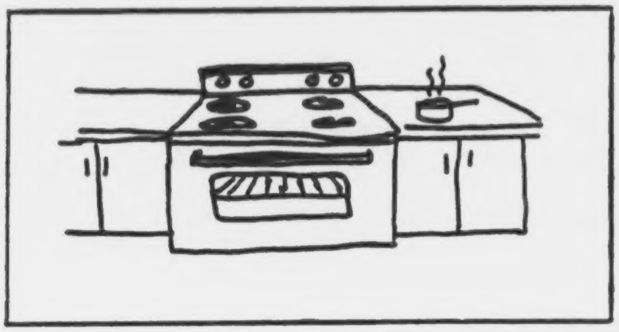
Ask: "What did Susan do last?"
Elicit: "She ate breakfast."
Say: "Susan ate breakfast after she woke up."

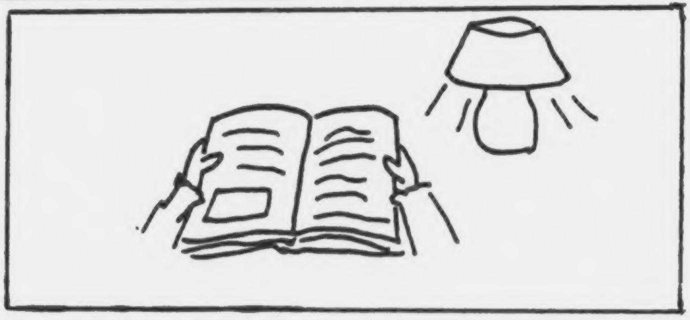
Continue this drill with the eight remaining pictures, using the word "after" in each sentence.

c. Show one picture to the students, such as: Susan had lunch.

Ask: "What did Susan do before and after she had lunch?"
Elicit: "She went to school before she ate lunch, and she did her homework after she ate lunch."

d. Hold up two pictures. Elicit the correct "before/after" sentence for the picture in your right hand, and then for the picture in your left hand.





MODEL She made dinner before she read a book.
She read a book after she ate dinner.

e. Elicit other combinations of sentences using "before/after" that are true as per model previously drilled.

f. Complete Student Worksheet IV-28. Pictures may be used instead of the verb words.

TEACHER RESOURCES

IV-28-Picture Cards

Rogan, Laura Lehtinen. Sequential Picture Cards IV. Niles, IL: Developmental Learning Materials, 1972.
These cards can be used to reinforce sequencing, and can be discussed in the past tense. The words "before" and "after" can be reinforced.

Open-Ended Sequence Cards #85-310. Boston: Teaching Resources, 1977.
These pictures can be sequenced and discussed in the past tense. The words "before" and "after" can be reinforced.

Eight (8) Scene Sequence Card. Springfield, MA: Milton Bradley Corp., 1978.
This game reinforces the concept of sequence and what comes first, next, last, before/after. The cards can be discussed in the past tense.

IV-28-Story Cards

Scott, Louise Binder. Tell Again Story Cards I and II. New York: McGraw-Hill, Inc., 1967.
All of these story cards can be used to reinforce sequencing in the past tense and to discuss what came first, next, last, before and after with each story.

IV-28-Duplicating Masters

"Retelling Favorite Stories." Spirits Duplicating Book #2015. Paoli, PA: Instructo/Corp., 1971.
This duplicating spirit master book can be used to reinforce the words "before," "after," "first," "next," "last." The pictures can be discussed in the past tense. This is accomplished through the use of specific nursery rhymes ("Jack and Jill," "Little Miss Muffet," "Humpty Dumpty," "Hickory, Dickory, Dock," "Hey, Diddle, Diddle," "One, Two, Buckle My Shoe") and stories ("The Three Pigs," "Little Red Riding Hood," "The Three Bears," and "The Three Bill Goats Gruff.")

IV-28-Filmstrips

"A Suprise for Coco" from Think, Listen and Say. Eyegate House, Inc.
This filmstrip can be used to reinforce sequencing with the past tense of verbs and the use of "first," "next," "last," and "before/after" sentences.

TEACHER RESOURCES

IV-28-Games

What Follows? Set I (Mark-On/Wipe-Off). Springfield, MA: Milton Bradley Corp., 1977.
Some of these cards can be used to reinforce sequencing, using "first," "next," "last" and "when" questions.

IV-28-Books

Clure, Beth and Runsey, Helen. Through The Day. Glendale, CA: Bowmar/Noble Publishers, Inc., 1968.

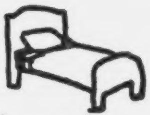
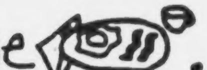
IV-28-Skills Books

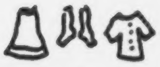
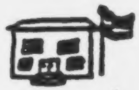
Boning, Richard, A. "Detecting the Sequence" from Specific Skills Series. Baldwin: Barnell Loft Ltd., 1973.
The seven books (A - advanced) can be used to reinforce the use of "before" and "after."

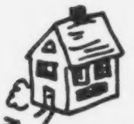
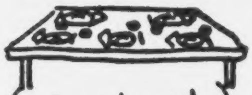
Student Worksheet IV-28

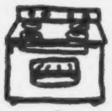
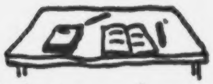
Before / After

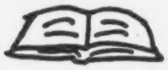
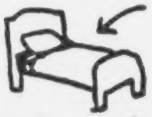
Circle the correct word to complete each sentence.

1) Susan  (got up) (before/after) she  (ate breakfast).

2) Susan  (got dressed) (before/after) she  (went to school).

3) Susan  (went home) (before/after) she  (ate lunch)

4) Susan  (ate dinner) (before/after) she  (did her homework).

5) Susan  (read a book) (before/after)  (went to bed)

Name ______________________________

Goal V: Is It Big or Little?

LINGUISTIC STRUCTURES

1.1 Possessive pronouns and adjectives

MODEL That is my coat.
That is mine.

1.2 Irregular noun plurals and noun-noun combinations

MODEL I need a raincoat.
I have a shoelace.
My teeth hurt.
Do your feet hurt?

1.3 More who questions

MODEL Who has one big circle for his head?
Who has bigger eyes than Mrs. Shape?
Who has the smallest hands?

1.4 Comparative and superlative forms of adjectives

MODEL Mr. Shape's neck is smaller than his body.
Mrs. Shape's legs are longer than The Baby's legs.
The Baby's feet are the smallest.
Mr. Shape's head is the biggest.

1.5 Can and may

MODEL Jim can hear.
Can he see? No, he can't.
May I have two long rectangles for Mr. Shape's legs?
Yes, you may.
No, you may not.

ACTIVITY V-1

Cognitive Skills: Part and whole relationships

Linguistic Items: [illegible] of can, [illegible] review of has, have, [illegible]

Concepts: Parts of the body

Materials:

. a large picture of a body
. small individual pictures of the parts of the body--ears, mouth, nose, eyes, head, neck, arms, hands, legs, feet
. Student Worksheets V-1 and V-1-A

PROCEDURES

1. Use a student as a model and identify as many of the above parts of the body as appropriate.

2. Give students individual pictures and have them identify the same parts by pointing to the picture as they say the word.

3. Play a game of "Simon Says" to reinforce the parts of the body.

4. Model and elicit these structures while pointing to the picture of the boy:

   Jim can hear. He has ears.
   He can speak. He has a mouth.
   He can smell. He has a nose.
   He can touch. He has hands.
   He can run. He has legs.
   He can swim. He has arms.
   He can swallow. He has a neck.
   He can play. He has a body.

5. Substitute the picture of the girl and repeat as above, changing the pronoun.

6. Students stand in a circle, listen and perform the actions indicated in the song "Hello" (see Teacher Resources V-1-Song).

TEACHER RESOURCES

V-1-Songs

Hello

Hello, hello, hello!
How are you today?
You can say hello by waving your hand.
Hello, hello, hello!
Now let's get to know ourselves today.
Listen to what I say.
Blink your blink your eyes.
Shake your shake your head.
Wiggle your wiggle your nose.
Open and close your mouth.
Wiggle your ears and wave your hand.
Hello, hello, hello!
Shake your shoulders and wiggle your arms.
Pat your stomach and scratch your back.
Touch your knees and touch your toes.
Shake your leg and stamp your feet.
Wiggle your fingers and wave your hand.
Hello, hello, hello!
Now we've waved our hands and said hello,
And got to know ourselves from head to toe.
Hello, hello, hello!

Palmer, Hap. Learning Basic Skills Through Music Vocabulary. Freeport, New York: Educational Activities, Inc., 1969.

V-1-Books

Clure, Beth and Rumsey, Helen. Me! Glendale, CA: Bowmar/Noble Publishers, Inc., 1968.
This story reinforces the parts of the body concept.

Moncure, Jane Belk. About Me. Elgin, IL: The Child's World, 1976.
This story reinforces the parts of the body concept.

Wagner, Ken. Tony and His Friends. New York: Golden Press, 1969.
This story reinforces the parts of the body concept.

TEACHER RESOURCES

V-1-Fingerplays

I'm Glad (to the tune of "Yankee Doodle")

I am glad for two bright eyes (point to eyes)
To see the world so bright, (look around)
To wink and blink and close so tight (wink, blink, close eyes)
At bedtime every night. (pretend to sleep)

I am glad for one tiny nose (point to nose)
To smell the flowers so sweet. (pretend to sniff flowers)
And I am glad I have a mouth (point to mouth)
That can smile and talk and eat. (smile and pretend to talk to neighbor)

I am glad for two little ears (point to ears)
To hear the meadowlark, (pretend to listen)
To hear the wind blow oo-oo-oo! (blow)
And hear the puppies bark. (place heels of hands together and move hands together as a puppy's mouth)

I am glad for my two hands (hold up hands)
That can clap and play. (clap hands)
And I am glad for legs and feet (point to feet)
To run and jump all day. (run and jump around the room)

Smiley, Palma and Gilleo, Alma. Teaching With Rhythmic Activities.
Elgin, IL: David C. Cook Publishing Co., 1981, p.4.

TEACHER RESOURCES

V-1-Fingerplays

Snowman

Let's roll a tiny snowball (make a small circle with hands)
Until it's big and round. (make a large circle)
Let's roll it through the snowdrifts - (pretend to push through snow)
It doesn't make a sound! (whisper these words)
Let's give the snowman head and eyes (point to head and eyes)
And a broom for him to hold. (pretend to hold broom)
Mouth, a nose - and a bright scarf, (point to each)
So our snowman won't get cold! (pretend to shiver)

Follow the Leader - A Book Of Action Rhymes for Young Children. Elgin, IL: David C. Cook Publishing Co., 1981, p. 16. (no author listed)

Me

I have five fingers on each hand.
(point to each body part as it is named)
Two toes on both feet;
Two ears, two eyes, one nose, one mouth
With which to gently speak.
My hands can clap,
My feet can tap,
My eyes can brightly shine.
My ears can hear,
My nose can smell,
My mouth can make a rhyme.

Cromwell, Liz and Hibner, Dixie. Finger Frolics - Fingerplays for Young Children. Livonia, MI: Partner Press, 1976, p. 75.

Ten Little Fingers

I have ten little fingers and ten little toes.
(children point to portions of body as they
repeat words)
Two little arms and one little nose.
One little mouth and two little ears.
Two little eyes for smiles and tears.
One little head and two little feet.
One little chin, that's (child's name) complete.

Cromwell and Hibner. Finger Frolics.

TEACHER RESOURCES

V-1-Songs

Put Your Hands Up In The Air

Put your hands up in the air,
Put your hands down on your nose,
Put your hands up in the air,
Now bend down and touch your toes.
Everybody turn around.
Now let's all jump up and down!

Put your right hand in the air,
Put your right hand on your lips,
Put your left hand in the air,
Now put both hands on your hips.
Everybody turn around.
Now let's all jump up and down!

Walk back quietly to your seat.
Don't let the teacher hear your feet.
Put your hands in your lap,
Bow your head and take a nap,
Bow your head and take a nap.

Palmer, Hap. Learning Basic Skills Through Music Vocabulary. Freeport, New York: Educational Activities, Inc., 1969.

V-1-Poems

Band-Aids

I have a band-aid on my finger,
One on my knee, and one on my nose,
One on my heel, and two on my shoulder,
Three on my elbow, and nine on my toes.
Two on my wrist, and one on my ankle,
One on my chin, and one on my thigh,
Four on my belly, and five on my bottom,
One on my forehead, and one on my eye.
One on my neck, and in case I might need 'em,
I have a box full of thiry-five more.
But, oh! I do think it's sort of a pity
I don't have a cut or a sore!

Silverstein, Shel. Where the Sidewalk Ends. New York: Harper and Row Publishers, 1974, p. 140.

TEACHER RESOURCES

V-1-Songs

The Touching Song

Children stand in a circle. Two chairs are placed in the center, and a boy and girl are selected to act out the lyric of the song. The children in the circle sing along. At the words: AND DOWN I BEND the boy and girl face each other to curtsy and bow. At the words: THE FINGER POINTS TO YOU! the boy and girl each point, selecting a new boy and girl to replace them. The procedure is repeated until the song is over.

I touch my nose,
I touch my toes,
I touch my shoulders now--
I touch my hips,
I touch my lips,
Just watch and you'll see how!

I touch my hair,
I touch my chair,
I touch my ankles too--
I touch my friend,
And down I bend. (at BEND: girls curtsy--boys bow)

Now let's try someone new--
The finger points to you!

(Repeat three times)

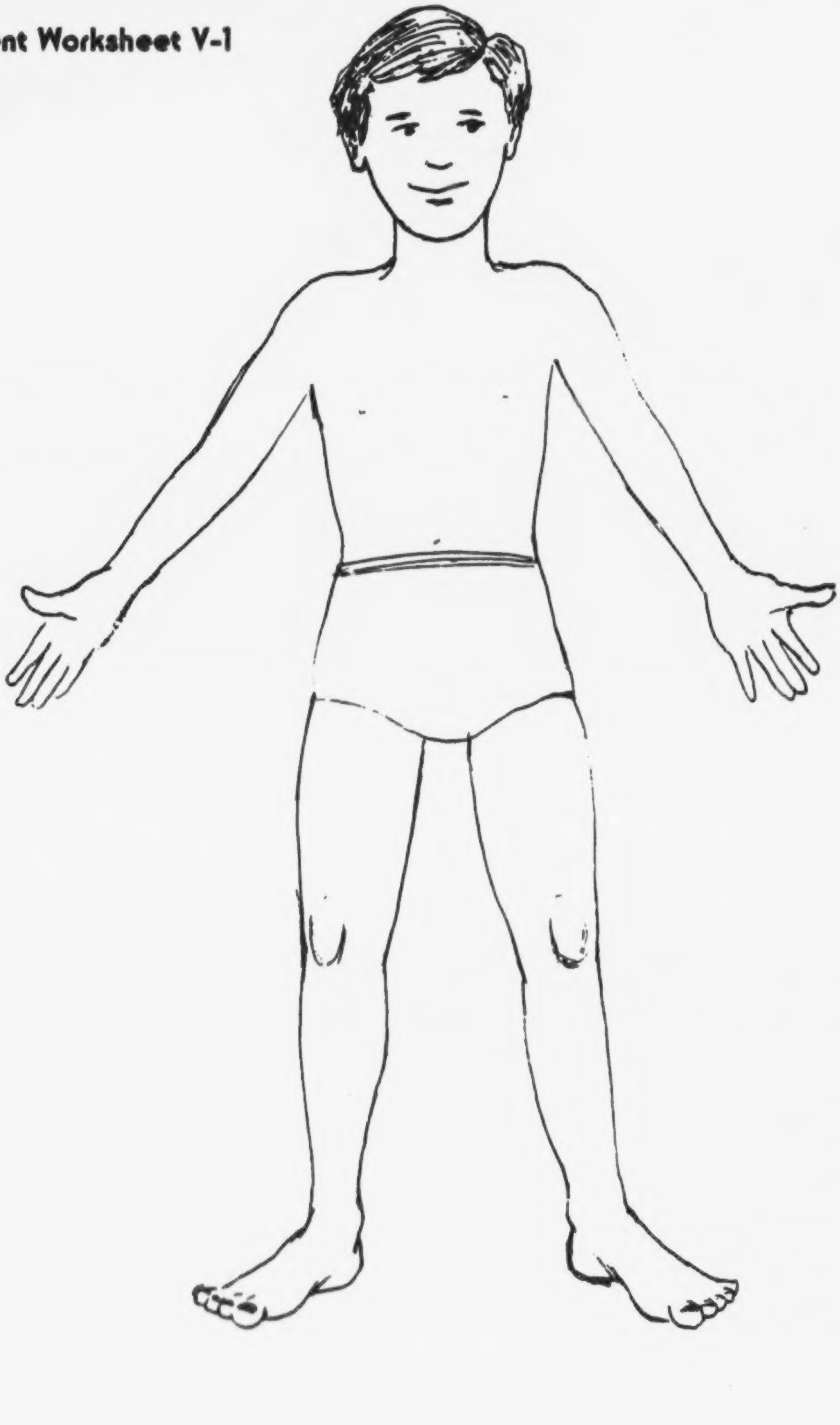
I touch my nose,
I touch my toes,
I touch my shoulders now--
I touch my hips,
I touch my lips,
Just watch and you'll see how!

I touch my hair,
I touch my chair,
I touch my ankles too--
I touch my friend,
And down I bend. (at BEND: girls curtsy--boys bow)

But we can't have someone new,
'Cause now the game is through!

Learning by Singing and Doing. Tri-G Publishing Co., 1973.

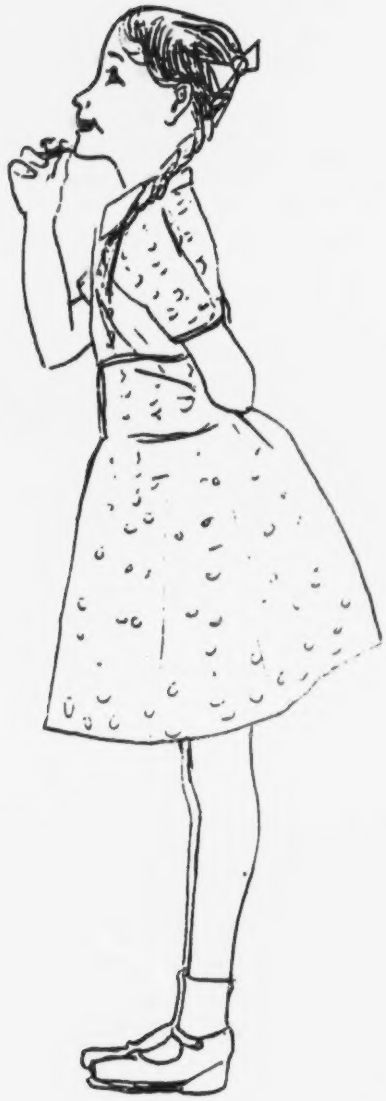
Student Worksheet V-1



Name ______________________________

SW V-1

Student Worksheet V-1-A



Name ____

SW V-1-A

ACTIVITY V-2

Cognitive Skill:	Part and whole relationships
Linguistic Item:	Review of "where" questions and prepositions
Concept:	Parts of the body

Materials:

. jigsaw puzzle of the body (use same Student Worksheets from Activity V-1)
. Teacher pastes a picture of a body on oaktag and cuts it up in pieces. Pieces are put inside a box cover with the outline drawn for easy matching.

PROCEDURES

1. Teacher shows the puzzle as a whole, and identifies the parts of the body.

2. Ask: "Where is the head?"
Elicit: "Here is the head, on top of the neck." (And so on.)

3. Teacher takes the pieces of the puzzle apart and gives the pieces to the students.

4. Ask: "Show me the head."
Have students place it on the puzzle frame. The same procedure is followed with all the pieces.

4. When the puzzle is completed, elicit: "This is the body. It has many parts."

6. Students may work in pairs on this activity if enough puzzles are available.

TEACHER RESOURCES

V-2-Books

Aliki. My Hands. New York: Thomas Y. Crowell Co., Publishers, 1962.

1. Use small pictures of people whose hands are shown in the book. Ask: "Who belongs to these hands?"
2. While they are answering the question, have children match the small picture of the correct person with the hands shown in the book.

Rockwell, Anne. The Bump in the Night. New York: Scholastic Book Services, 1979.

Showers, Paul. How Many Teeth. New York: Thomas Y. Crowell Co., Publishers, 1969.

Parnwell, E.C. Oxford Picture Dictionary of American English - Monolingual English Edition. New York: Oxford University Press, 1978.
Pages 8 and 9 reinforce the concept of the parts of the body.

Schimpff, Jill Wagner. Oxford Picture Dictionary of American English Workbook. New York: Oxford University Press, 1981.
Pages 8 and 9 reinforce the concept of the parts of the body.

V-2-Games

Flip-Chex - Part of the Whole. Educational Concept Corp., 1975. (game)

Functions Picture Cards. Boston: Teaching Resources Corp., 1976.

Moncure, Jane Belk. Guess Whose Ears - Lift-Up Puzzle. (A-181) Elgin, IL: The Child's World, 1971.

Moncure. Guess Whose Tail - Lift-Up Puzzle. (A-182) Elgin, IL: The Child's World, 1971.

"Matching Words and Faces #1" from Missing Faces. East Williston, NY: Educator Ben-G Products, Inc., 1951. (puzzles)

Moncure. Which Piece Fits - Lift-Up Puzzle. (#A-187) Elgin, IL: The Child's World, 1972.

All the above reinforce part/whole relationships.

TEACHER RESOURCES

V-2-Duplicating Masters

Liebowitz, Dorothy Gabel. The Vocabulary Builder. Skokie IL: National Textbook Co., 1980, p.2 .
The page entitled "Parts of the Body" (p. 2) can be used to reinforce the concept of the different parts of the body.

Liebowitz. Practical Vocabulary Builder. Skokie IL: National Textbook Co., 1983, p. 16.

V-2-Fingerplays

This Is The Circle That Is My Head

This is the circle that is my head,
(make large circle with both hands)
This is my mouth with which words are said.
(point to mouth)
These are my eyes with which I see.
(point to mouth)
This is my nose that's a part of me.
(point to nose)
This is the hair that grows on my head.
(point to hair)
This is my hat, all pretty and red.
(place hands on heads, fingers pointed up and touching)
This is the feather so bright and gay.
(extend index finger upward alongside of head)
Now I'm all ready for school today.

Grayson, Marion. "This Is the Circle That Is My Head" from Let's Do Fingerplays, Washington: Robert B. Luce, Inc., 1962 p.14.

V-2-Filmstrips

Heffernan-Cabrera, Patricia. "The Human Body" from Audio-Visual English, Set One. New York: MacMillan Publishing Co., Inc., 1969.
This filmstrip reinforces the parts of the body concept.

ACTIVITY V-3

Cognitive Skill: Part and whole relationships

Linguistic Items: Can, has, have—affirmative, negative and interrogative forms

Content: Parts of the body

Materials:

- flannelboard
- the parts of the body, cut up and pasted onto felt
- "Ten Fingers" fingerplay
- Student Worksheet V-3

PROCEDURES

1. Introduce linguistic item "can" with the "Ten Fingers" fingerplay. Students perform actions while saying fingerplay.

2. Play "Poor Jim" Game.

MODEL

Poor Jim, he can't think.
Oh yes, he can think. He has a head.
(Take the correct felt piece and place the head on the flannelboard.)

Poor Jim, he can't see.
Oh yes, he can see. He has eyes.
(Take the felt pieces and have the students place the eyes on the flannelboard.)

Poor Jim, he can't smell.
Oh, yes, he can smell. He has a nose.
(Have the students place the nose piece on the flannelboard.)

(Continue until Jim's body is completed.)

3. Variation of "Poor Jim" game: After Jim is completed, begin to take him apart with the students.

MODEL AND ELICIT

(Take away his eyes) Can Jim see?
No, he can't see. He doesn't have any eyes.

(Take away his ears) Can Jim hear?
No, he can't hear. He doesn't have any ears.

(Continue until there is nothing left of Jim.)

4. Use Student Worksheet V-3 as a culminating activity. Change each sentence to the negative and interrogative for additional practice.

TEACHER RESOURCES

V-3-Books

Aliki. My Five Senses. New York: Thomas Y. Crowell Co., Publishers, 1962.

PROCEDURES

1. Identify the five senses with students.
2. Discuss what they can do with each sense.
3. Look at pictures in the book. Read up to page 9 in the book and ask questions with "can."
4. Expand on understanding of the senses by introducing the concept of spring--talk how about we see, hear, smell, touch, and taste the coming of spring.
5. Contrast the use of the simple present with the present progressive. Have students describe their actions using the word "how."

Showers, Paul. Follow Your Nose. New York: Thomas Y. Crowell Co., Publishers, 1963.

Showers. How You Talk. New York: Thomas Y. Crowell Co., Publishers, 1966.

V-3-Fingerplays

Ten Fingers

I have ten little fingers
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low,
I can fold them quietly
And hold them just so.

Grayson, Marion F. Let's Do Fingerplays. Washington: Robert B. Luce, Inc., 1962, p.3.

Student Worksheet V-3

Parts of the Body

Choose the correct word to complete each sentence.

1) I can hear. I have ______________.

2) I can think. I have a ______________

3) I can breathe. I have a ______________.

4) I can walk. I have ______________.

5) I can swim. I have ______________.

6) I can play. I have a ______________.

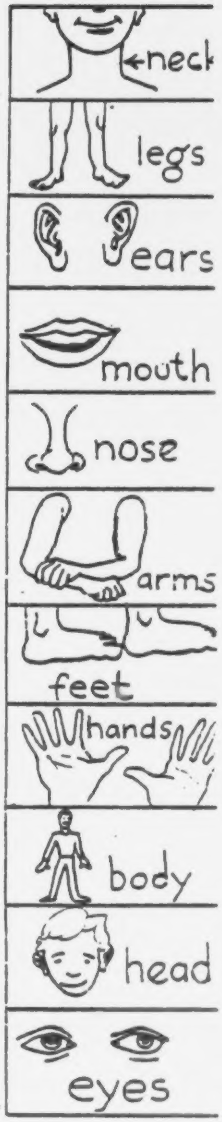
7) I can see I have ______________.

8) I can speak. I have a ______________.

9) I can touch. I have ______________.

10) I can run. I have ______________.

11) I can swallow. I have a ______________.


neck
legs
ears
mouth
nose
arms
feet
hands
body
head
eyes

Name ____

ACTIVITY V-4

Cognitive Skill: Size, shape and quantity discrimination

Linguistic Items: Review placement of adjectives; review to have, affirmative, negative and interrogative forms

Concept: Review parts of the body

Materials:

the following shapes: circle, semicircle, diamond, triangle, rectangle and square, in two sizes (It is recommended that at first only one color should be used for each shape, regardless of size.)

PROCEDURES

1. Identify the large shapes, then ask the students to find objects in the classroom that have these shapes.
2. Introduce the smaller sizes of the shapes and have students make groups of shapes.
3. Review shapes in each group and identify their sizes using only opposites - e.g., big/little/small,long/short.
4. Give students some cutouts of shapes and have them make a design.
5. Instruct students to look at each other's design and ask questions using "have" plus quantity, size and shape: e.g., "Do you have two big squares?"
6. Elicit some negative answers by asking appropriate questions.

TEACHER RESOURCES

V-4-Games

"Matching Numbers." East Farmingdale, NY: Raintee Toys Inc., (Item #39-3820.00)
This game reinforces the concept of quantity.

"Perception" (Mark-On/Wipe-Off) Springfield, MA: Milton Bradley Corp., 1976.
This game reinforces the concepts of size, part/whole relationships and shapes.

TEACHER RESOURCES

V-4-Books

Seuling, Barbara. The Great Big Elephant and the Very Small Elephant. New York: Scholastic Book Services, 1977.
This story reinforces size relationships.

Allington, Richard L. Beginning to Learn About Shapes. Milwaukee: Raintree Publishers, Inc., 1979.
This story reinforces the concept of shapes.

Hoban, Tana. Shapes and Things. New York: Macmillan Publishing Co. Inc., 1970.
This story reinforces the concept of shapes.

V-4-Duplicating Masters

Liebowitz, Dorothy Gabel. The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980.
The page entitled "Shapes and Containers" (p. 15) can be used to reinforce the concept of shapes.

V-4-Fingerplays

Draw a Circle

Draw a circle, draw a circle, (draw circle in the air with finger)
Round as can be.
Draw a circle, draw circle,
Just for me. (draw a circle in the air with finger)

Draw a square, draw a square, (draw a square in the air)
Shaped like a box.
Draw a square, draw a square,
With corners four.

Draw a triangle, draw a triangle, (draw a triagle in the air)
With corners three.
Draw a triangle, draw a triangle,
Just for me.

Cromwell, Liz and Hibner, Dixie. Finger Frolics - Fingerplays for Young Children. Livonia, MI: Partner Press, 1976, p. 81.

V-4-Filmstrips and Records

"Shapes" from Patterns I. Morristown, NJ: General Learning Corp., 1970.
This recording and filmstrip identify different shapes.

TEACHER RESOURCES

V-4-Songs

Listen and Do

Chorus
Listen and do, listen and do.
Can you - listen and do?
Can you - listen and do?

1. Can you walk forward?
Can you walk backward?
Can you walk forward?
Can you walk backward?

2. Can you make yourself short?
Can you make yourself tall?
Can you make yourself short?
Can you make yourself tall?

(repeat chorus)

3. Can you spread your feet apart?
Can you bring them close together?
Can you spread your feet apart?
Can you bring them close together.?

4. Can you clap your hands loudly?
Can you clap your hands softly?
Can you clap your hands loudly?
Can you clap your hands softly?

(repeat chorus)

5. Can you show me a square?
Can you show me a circle?
Can you show me a square?
Can you show me a circle?

6. Can you stand inside the square?
Can you stand outside the square?
Can you stand inside the circle?
Can you stand outside the circle?

(repeat chorus)

Palmer, Hap. Learning Basic Skills Through Music Vocabulary. Freeport, NY: Educational Activities, Inc., 1969.
This song reinforces some sizes, shapes and parts of the body.

ACTIVITY V-5

Cognitive Skills: Shape and size discrimination; part and whole relationships

[illegible] pronouns.

[illegible]

Materials:

- two large figures - "Mr. Shape" and "Mrs. Shape" - made of 12 pieces of blue (Mr.) and red (Mrs.) felt each. The shapes used for both figures will be the same, with the exception that the shapes for Mrs. Shape's head, body, legs, arms, hands, and feet will be smaller. (See Teacher Resource V-5, V-5-A)

PROCEDURES

1. Introduce Mr. Shape to the students. Identify what each part of his or hers body is by using this language pattern:

   He has (quantity/size/shape) for his or hers (part(s) of the body).

one big circle	head
two small circles	ears
one big semicircle	mouth
two small semicircles	eyebrows
two big diamonds	hands
one small diamond	nose
two big triangles	feet
two little triangles	eyes
two long rectangles	legs
two short rectangles	arms
one big square	body
one small square	neck

2. Ask the students to follow your directions and draw Mr. Shape.

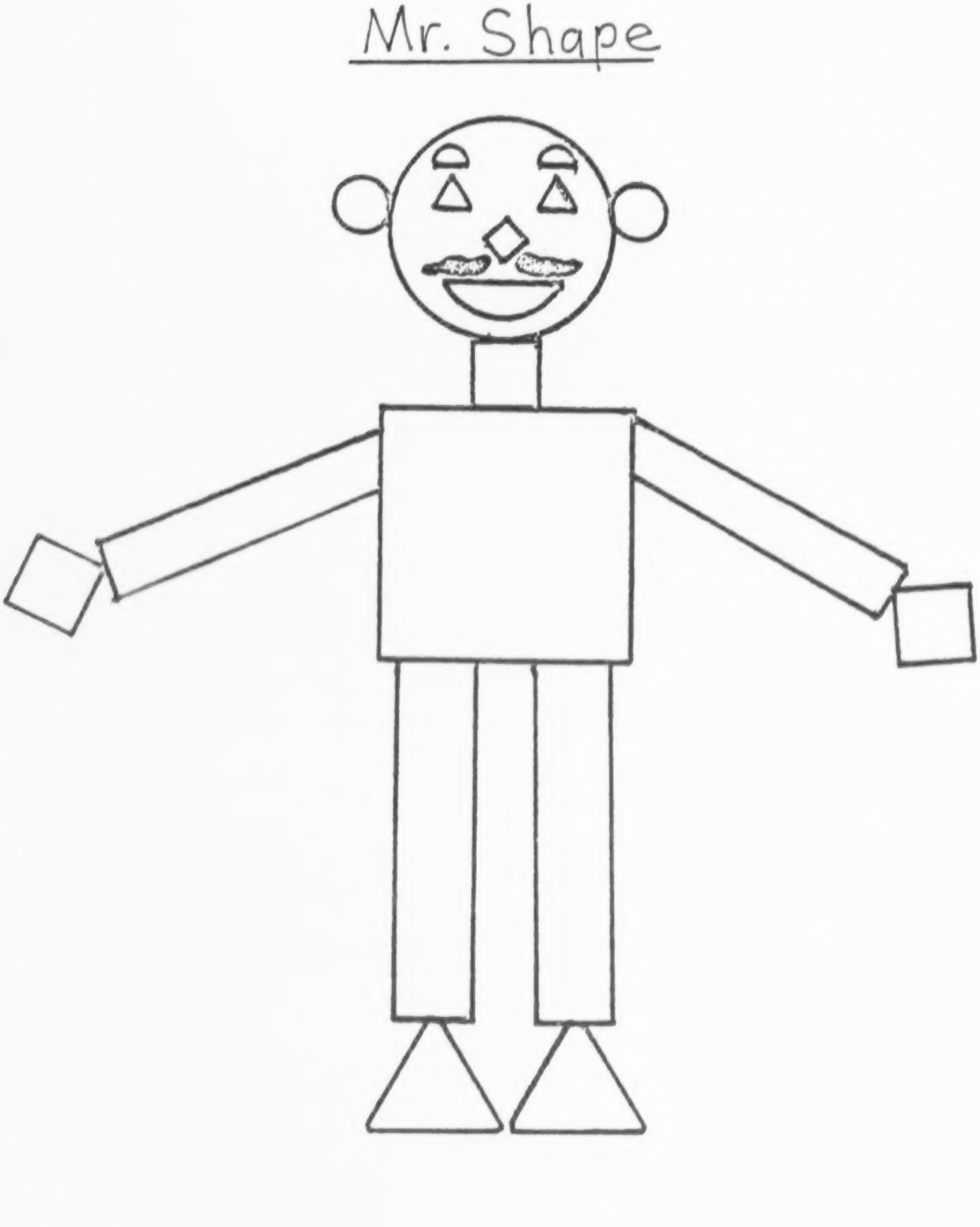
   Say: "Draw one big circle for his or her head."
   "Draw one small square for his or her neck."

3. Continue this until Mr. Shape is complete. Follow the same procedure for Mrs. Shape.

4. Then have one student give directions to the other students to draw Mr. Shape.

5. Repeat for Mrs. Shape and have students use the appropriate pronoun and possessive adjective in the directions.

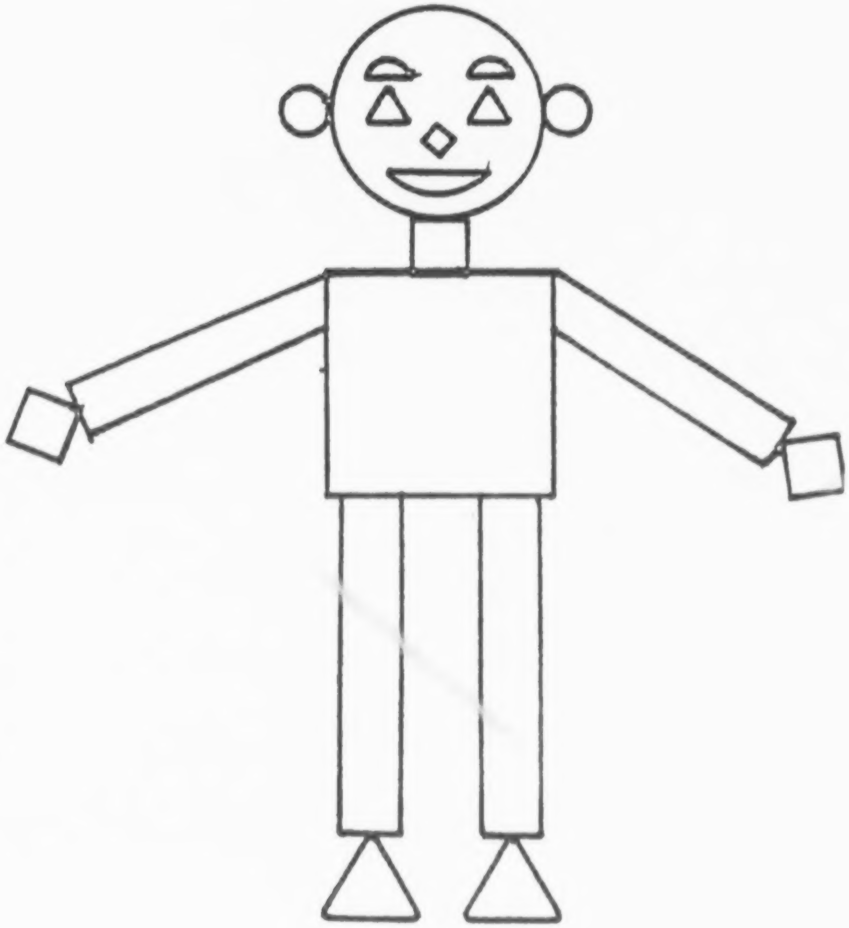
Teacher Resource V-5-Shape



TR V-5

Teacher Resource V-5-A-Shape

Mrs. Shape



TR V-5-A

ACTIVITY V-6

Cognitive Skill: Shape and size discrimination

Linguistic Skill: May: affirmative, negative and interrogative forms

Content: Parts of the body

Materials:

- reproductions of the 12 parts of Mr. Shape's body made out of blue felt (See Teacher Resource V-5; note that the eyes, mouth, eyebrows, and nose are a darker shade of blue felt.)

PROCEDURES

1. Play "May I" Game:

Give each student the twelve parts of Mr. Shape's body. Have students put them in a pile on their desks. Ask each student to close his or her eyes and select four different parts of Mr. Shape's body from his or her own pile. Then have the students ask you for the other parts to complete Mr. Shape's body.

Elicit: "May I have one big circle for Mr. Shape's head, please?"

Say: "Yes, you may." (If the student asks the question correctly, have him or her select that part from his or her own pile.)

"No, you may not." (If the student asks the question incorrectly, he or she does not take that part.)

The first one to complete Mr. Shape wins the game.

2. Variation of the "May I" Game:

Instead of giving the students precut shapes, have them ask permission to draw Mr. Shape.

Elicit: "May I draw one large circle for Mr. Shape's head, please?"
Say: "Yes, you may" or "No, you may not" (depending on whether student asked for the appropriate form).

ACTIVITY V-7

Cognitive Skill: Size discrimination

[illegible]: Contrast can and may

[illegible]: [illegible] abilities

Materials:

- dialogue, "The Kite"
- pictures of a girl crying, a big tree, a boy, and a park
- Student Worksheet V-7

PROCEDURES

1. Introduce the dialog with the picture props.

2. Model the dialog, have students repeat, and then role-play it.

The Kite

Donny:	Hi, Marie! Why are you crying?
Marie:	I can't reach my kite. It's up in that big tree and I'm too short to reach it. Can you get it for me, Donny?
Donny:	Of course I can! Here it is.
Marie:	Thanks, Donny. Oh, it's late! (looks at watch) I have to meet my sister in the park. We're going to fly this kite.
Donny:	I'm going to the park, too. May I walk with you, Marie?
Marie:	Of course you may, Donny.

3. Explain the use of "may" as permission and "can" as ability, if students are ready for this. Then have students complete Student Worksheet V-7.

TEACHER RESOURCES

V-7-Books

PROCEDURES

1. Read the story with children.
2. Compare sizes of animals.
3. Discuss what children can do and what part of their body they use for each action, such as legs for running.
4. Play a game with children by asking if they can do what some animals do. Ask: "Can you hop?" Elicit affirmative and negative responses.
5. Culminate by telling children: "You can hop, but you may not!"

Ryerson, Johnson. Let's Walk Up the Wall. Englewood Cliffs NJ: Scholastic Book Services.

PROCEDURES

1. Read the story with students and discuss why the monkey can't fly.
2. Mention the things she can do.
3. Ask students what they can and can't do. Talk about what we as people can and can't do. Contrast these with things we may and may not do.

Gelman, Rita Golden. Why Can't I Fly? Englewood Cliffs, NJ: Scholastic Book Services.

Ryerson, Johnson. Let's Walk Up the Wall. Englewood Cliffs, NJ: Scholastic Book Services, 1967.
These stories reinforce the parts of the body concept and can be used with the linguistic item "can."

V-7-Songs

Modal Melody

Can a fly drive a car?
Can a lion sing a song?
Can a fish climb a tree?
I can't, can you?

Can a camel fly a plane?
Can a chicken build a house?
Can a squirrel ride a bike?
I can't, can you?

Must we learn this silly song?
Must we hear it all day long?
Can't you tell that it's all wrong?
I can't, can you?

TEACHER RESOURCES

V-7-Songs (cont'd)

Can a baby milk a cow?
Can a truck ride a horse?
Can a tree do a dance?
I can't, can you?

Can a house run away?
Can a dog sail a boat?
Can a flower paint a picture?
I can't, can you?

Should I stop this all right now?
Do we have to find out how
All these silly things can happen?
I may, should you?

I can't sing it any more;
I must not become a bore;
I should head right for the door.
Yes, I ought to.

No, I shouldn't sing this song;
No one wants to sing along;
So, I must be moving on.
I can, can you?

Hard to Learn That English As a Second Language Blues. New York: Collier Macmillan International, 1975.

PROCEDURES

1. Introduce the song using picture/word cards as cues.
2. Eliminate cues as the students are better able to retain their lines.
3. As a culminating activity, a worksheet can be prepared reinforcing the use of "can" in all forms.

Example:

a. Can a (horse) drive a car? Yes, it can.
No, it can't.

b. Can a (boy) sing a song? Yes, he can.
No, he can't.

c. Can a (bird) build a house? Yes, it can.
No, it can't.

Student Worksheet V-7

Can – May

Select the correct word to complete each sentence below:

1) ______ you carry your home on your back?

2) ______ I go to the movies?

3) ______ you walk on water?

4) ______ she go a week without drinking any water?

5) ______ Bill and I go to the zoo?

6) ______ she have some money?

7) ______ he walk up a wall?

8) ______ Bill and Mary live underground?

9) ______ we go to the circus?

10) ______ I buy that new dress?

Name ______________________________

SW V-7

ACTIVITY V-8

Cognitive Skill: Size and shape discrimination; same and different

Linguistic Skill: Comparative form of selected adjectives

Concept: Parts of the body

Materials:

- cutouts of six shapes: circle, semicircle, square, triangle, square, and rectangle
- Student Worksheet V-8
- paper bag
- display of Mr. Shape (See Teacher Resource V-5)

PROCEDURES

1. Play "Grab Bag" Game.

    a. Put the shapes in a bag. Have each student select one shape, such as a square, and have him or her identify which two parts of Mr. Shape have that same shape (e.g., body and neck).

    b. Then have him or her compare the shapes in terms of size. For example:

        "Mr. Shape's neck is smaller than his body."

        "His body is bigger than his neck."

2. Students do Student Worksheet V-8 as the culminating activity.

TEACHER RESOURCES

V-8-Filmstrips

"Larger, Smaller" from Patterns I. Morristown, NJ: General Learning Corp., 1970.

This record and filmstrip compare objects by size.

V-8-Games

Moncure, Jane Belk. What's Part of What? Lift-Up Puzzle. (#A-184) Elgin, IL: The Child's World, 1971.

This puzzle can be used to reinforce comparative forms of selected adjectives.

V-8-Chants

Mama, Mama, My Socks Don't Match

Mama! Mama!
My socks don't match!

Mama! Mama! My socks don't match!
One is red and one is blue.
One is bigger than the other!
Oh, no!
Mama! Mama! My socks don't match!
One is bigger than the other!
Oh, no!
Mama! Mama! My shoes don't match!
One is black and one is brown.
One is bigger than the other!
Oh, no!
Mama! Mama! My feet don't match!
One is bigger than the other!
Oh, no!

Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979, p. 57.

TEACHER RESOURCES

V-8-Songs

Big, Small, Long, Short

1. Big, small, long, short; big, small, long, short;
Bigger, smaller, longer, shorter;
Bigger, smaller, longer, shorter than this.

This is a blue car. That is a red one.
This blue car is bigger than the red one.
That red car is smaller than the blue one.

2. Big, small, long, short; big, small long, short;
Bigger, smaller, longer, shorter than this.

This is a long line. That is a short one.
This long line is longer than the short one.
That short line is shorter than the long one.

3. Fat, thin, tall, short; fat, thin, tall, short;
Fatter, thinner, taller, shorter;
Fatter, thinner, taller, shorter than this.

This is a brown dog. That is a white one.
This brown dog is fatter than the white one.
The white dog is thinner than the brown one.

4. Fat, thin, tall, short; fat, thin, tall, short;
Fatter, thinner, taller, shorter;
Fatter, thinner, taller, shorter than this.

This is a tall man. That is a short one.
This tall man is taller than the short one.
That short man is shorter than the tall one.

(Coda)

That red car is smaller than the blue one.
That short line is shorter than the long one.
That white dog is thinner than the brown one.
That short man is shorter than the tall one.

(pictures of objects mentioned in song can be used as cues)

Johnson, Barry. Language Games and Songs for Core English. Lexington, MA: Ginn & Co., 1971.

Student Worksheet V-8

Mr. Shape

Complete these sentences with the following words:

longer than bigger than
shorter than smaller than

1. Mr. Shapes head is ______________ his ear.
2. His eyebrow is ______________ his mouth
3. His hand is ______________ his nose
4. His foot is ______________ his eye
5. His arm is ______________ his leg
6. His neck is ______________ his body.
7. His leg is ______________ his arm.
8. His nose is ______________ his hand.

Name ______________
SW V-8

ACTIVITY V-9

Cognitive Skill:	Size and shape discrimination
Linguistic Items:	Comparative and superlative forms of selected adjectives
Content:	Family; parts of the body

Materials:

- . Mr. Shape, made out of blue felt
- . Mrs. Shape, made out of red felt (and whose parts are all smaller than Mr. Shape's)
- . The Baby, made out of yellow felt (and whose parts are the smallest of all) (Note: The eyebrows, eyes, nose, and mouth of each of the figures are a darker shade of the same color--see Teacher Resource V-9)
- . a yellow, a blue, and a red piece of paper
- . 12 pieces of white paper with one part of the body drawn on each
- . two grab bags
- . Student Worksheets V-9 and V-9-A

PROCEDURES

1. Play "Two Grab Bags" Game.

   a. Introduce Mrs. Shape and The Baby.
   b. Place the three colored pieces of paper in one grab bag, and the parts of the body in the other bag.
   c. Have a student select a color from the first bag and a part of the body from the second bag. Have him or her tell about his or hers selection:

MODEL (Student picks "red" and "head")
This is Mrs. Shape's hand.
Her hand is smaller than Mr. Shape's hand.
Her hand is bigger than The Baby's hand.

ELICIT (Student picks "blue" and "head")
This is Mr. Shape's head.
His head is bigger than Mrs. Shape's head.
His head is bigger than The Baby's head.
His head is the biggest.

ELICIT (Student picks "yellow" and "leg")
This is The Baby's leg.
His leg is shorter than Mr. Shape's leg.
His leg is shorter than Mrs. Shape's leg.
His leg is the shortest.

2. Use Student Worksheets V-9 and V-9-A as culminating activities.

TEACHER RESOURCES

V-9-Books

Allington R. Beginning to Learn About Shapes. Milwaukee: Raintree Children's Books.

Berkley, Ethel S. Big and Little, Up and Down, Early Concepts of Size and Direction. Reading, MA: Young Scott Books, 1950.

Brewer, Mary. Which Is Biggest? A Concept Book. Elgin, IL: The Child's World, 1976.

Shapp, Martha and Charles. Let's Find Out What's Big and What's Small. Eauclaire, WI: E. M. Hale & Co., 1964.

V-9-Fingerplays

Three Balls

Here's a ball, (make small circle with thumb and index finger of one hand)
And a bigger ball, (make larger circle by using both thumbs and index fingers)
And the biggest ball I see! (make huge circle by using both arms)
Shall we count them? Are you ready?
One! Two! Three! (make each of three circles as you count)

Lancaster, Louise. Introducing English - An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Boston: Houghton Mifflin Co., p. 222.

V-9-Games

Millstein, Bethanie. Language Structure Simplified - A Sentence Formulation and Syntax Development Kit. Freeport, NY: Educational Activities, Inc., 1977.

V-9-Posters

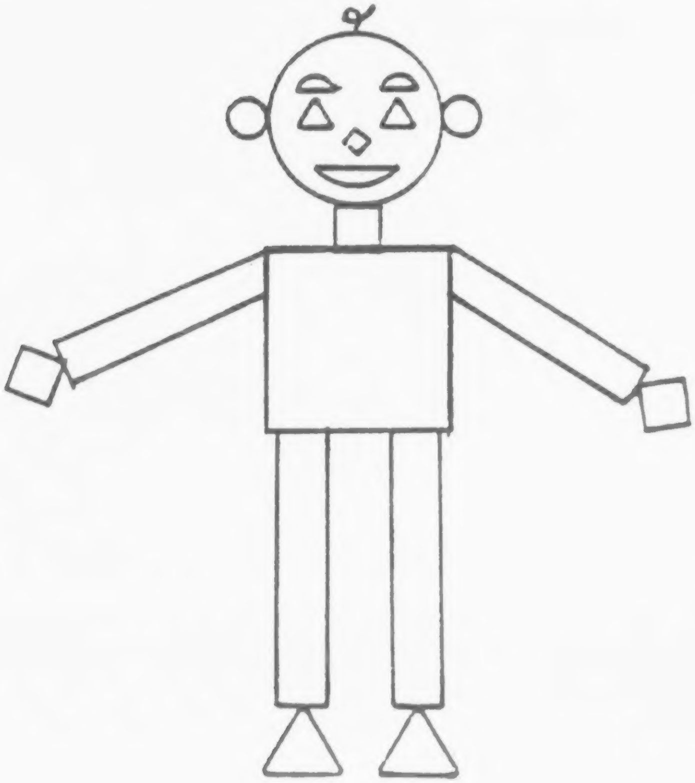
Color and Shape Posters. Hingham, MA: Teaching Resources Corp., 1979.

V-9-Story Cards

Scott, Louise Binder. "The Three Bears" from Tell Again Story Cards, Level I. New York: McGraw-Hill, Inc., 1967.

Teacher Resource V-9-Shape

Baby Shape



TR V-9

Student Worksheet V-9

Mr. Shape and Baby Shape

Complete each sentence by filling in the correct word.

the biggest the smallest
the longest the shortest

1) Baby Shape's head is ______________.
2) Mr. Shape's head is ______________.
3) Mr. Shape's mouth is ______________.
4) Baby Shape's mouth is ______________.
5) Baby Shape's legs are ______________.
6) Mr. Shape's legs are ______________.
7) Mr. Shape's arms are ______________.
8) Baby Shape's arms are ______________.
9) Mr. Shape eyes are ______________.
10) Baby Shape's eyes are ______________.

Name ______________________

SW V-9

Student Worksheet V-9-A

Mr. Shape, Mrs. Shape, Baby Shape

Complete each sentance by filling in the correct word:

longer than
bigger than
shorter than
smaller than

1) Mr. Shape's mouth is ______________________.
Mrs. Shape's mouth.

2) Mrs. Shape's feet are ______________________.
Mr. Shape's feet.

3) Baby Shape's body is ______________________.
Mrs. Shape's body.

4) Mrs. Shape's neck is ______________________.
Baby Shape's neck.

5) Mr Shape's leg are ______________________.
Mrs. Shape's legs.

6) Baby Shape's arms are ______________________.
Mr. Shape's arms

7) Mrs. Shape's ears are ______________________.
Mr. Shape's ears.

Name ______________________________

ACTIVITY V-10

Cognitive Skill: Size discrimination

[illegible] opposites.

[illegible]

Materials: (same as Activity V-9)

PROCEDURES

Variation of "Oh, No, Not I!" Game.

1. Select three students. Have student A select a part of the body and make comparisons.

MODEL (Student A picks "eyes")
I see your eyes are bigger than Mary's.
(Student B): Oh, no they aren't!
They're smaller than Mary's.

2. Have Student B select a part of the body and say:

MODEL (Student B picks "head")
I see your head is bigger than Mary's.
(Student C): Oh, no it isn't! It's smaller than Mary's.

3. Student C will pick a part and address Student A.

ACTIVITY V-11

Cognitive Skill: Size discrimination

Linguistic Items: Superlative forms of selected adjectives; opposites

Concept: Parts of the body

Materials: (same as in Activity V-9)

PROCEDURES

Variation of "Oh, No, Not I!" Game.

1. Select three students to show the comparisons. Have Student A select a part of the body and say:

MODEL (Student A picks "legs")
Poor Jim! He has the longest legs in the class!
(Student B:) Oh, no he doesn't! He has the shortest legs in the class!

2. Have Student B select another part of the body and say:

MODEL (Student B picks "ears")
Poor Jim! He has the biggest ears in the class!
(Student C): Oh, no he doesn't! He has the smallest ears in the class!

3. Student C will pick a part and address Student A.

TEACHER RESOURCES

V-11-Skits

Hines, Mary Elizabeth. Skits in English As a Second Language. New York: Regents Publishing Co., 1973.
The following: skits can be used to reinforce the comparative and superlative forms of adjectives: "Mardi Gras," "My Grass is Greener," "Wedding Guests" and "Construction Crew."

V-11-Songs

Which Land Is Best?

1. In my country, we are happy.
In my country, we are happier.
In my country, we're the happiest of all.

2. In my country, we are friendly.
In my country, we are friendlier.
In my country, we're the friendliest of all.

CHORUS:

My country, your country,
travel east or west.
If North is good and South is better,
which land is the best?

3. In my land, the girls are pretty.
In my land, they're prettier.
In my land, they're prettiest of all.

4. In my land, the men are handsome.
In my land, they're more handsome.
In my land, they're the most handsome of all.

CHORUS

5. In my land, it's very sunny.
In my land, it is sunnier.
In my land, it's the sunniest of all.

6. In my land, the skies are blue.
In my land, they're bluer.
In my land, they're bluest of all.

CHORUS

TEACHER RESOURCES

V-11-Songs (cont'd)

7. In my land, the grass is green.
In my land, it is greener.
In my land, it's the greenest of all.

8. In my land, it is peaceful.
In my land, it's more peaceful.
In my land, it's the most peaceful of all.

CHORUS

9. In my land, it is peaceful.
In my land, it's more peaceful.
In my land, it's the most peaceful of all.

CHORUS

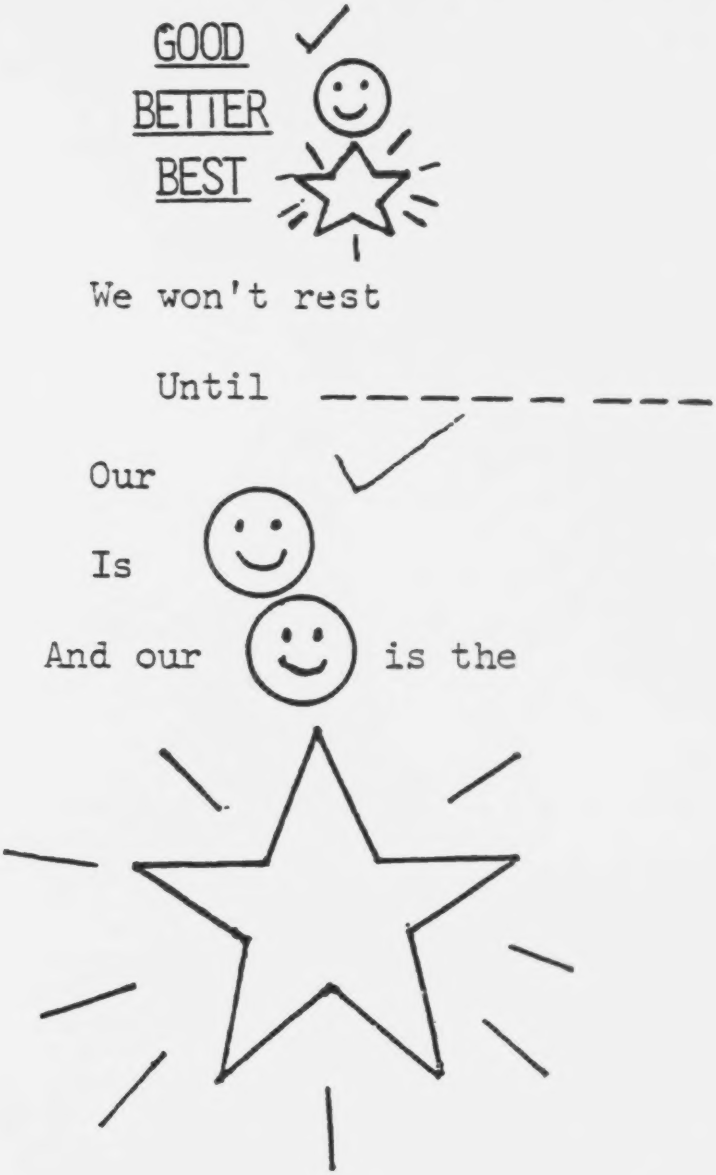
My country, your country,
travel east or west.
If North is good and South is better,
which land is the best?
Learn to live with one another...
One world is the best.
One world is the best.

ESL Express. New York: Collier Macmillan International, 1976.

Teacher Resource V-11-Chart

A Chart for the Comparative and Superlative Forms of "Good "

Go over the terms "good," "better," and "best." Read the chart with the class. Display the chart at all times and refer to it when assigning or correcting homework.


GOOD
BETTER
BEST
We won't rest
Until ______ ___
Our
Is
And our
is the

ACTIVITY V-12

Cognitive Skills: Size and shape discriminations, part and whole relationships

[illegible] [illegible] comparative adjectives

[illegible]

Materials:

- flannelboard plus felt pieces for Mr. Shape and Mrs. Shape (see Activities V-9, 10)
- 12 pictures of Mr. Shape, each missing a different body part
- the 12 missing parts of Mr. Shape's body, each shape drawn on a separate piece of paper
- the 12 parts of the body, each drawn on separate pieces of white paper (see Activity V-9)
- one grab bag
- Student Worksheets V-12
- Teacher Resource V-12

PROCEDURES

1. "Who Has It" Game.

   a. Teacher places the twelve felt parts of Mr. Shape's body into a paper bag.
   b. He or she selects twelve students to pick out the parts of his or her body, one at a time.
   c.. Another student must reconstruct Mr. Shape on the flannelboard by asking classmates for the various parts that make up his or her body.

MODEL and ELICIT

(Student A): Who has one big circle for Mr. Shape's head?
(Student B): I do.
(Student A): Who has two small circles for Mr. Shape's ears?
(Student C): I do.

   d. Have Student A continue to ask questions until Mr. Shape is complete.

2. Variation: "Who Needs It" Game.

   a. Give each of twelve students a Mr. Shape picture; however, each student's Mr. Shape is missing a different part of his or her body.
   b. Give these twelve missing parts to Student A.
   c. Have student put the parts into a paper bag. Then have him or her select one part at a time and ask the twelve students:

MODEL and ELICIT

(Student A): Who needs one big circle for Mr. Shape's head?
(Student B): I do.
(Student A): Who needs two short rectangles for Mr. Shape's arms?
(Student A): I do.

3. Variation: "Grab Bag" Game using Mrs. Shape.
    a. Put the twelve felt parts of Mrs. Shape's body into a grab bag.
    b. Each student then selects a part and must ask his or her neighbor two questions about that part of Mrs. Shape's body using the comparative form of the adjective.

MODEL and ELICIT

(Student A selects eyes): Who has bigger eyes than Mrs. Shape?
(Student B): Mr. Shape has bigger eyes than Mrs. Shape.
Who has smaller eyes than Mrs. Shape?
(Student C): The Baby has smaller eyes than Mrs. Shape.

4. Variation: "Grab Bag" Game using Mr. Shape and The Baby.
    a. Place the twelve slips of white paper, each with a different picture of a part of the body on it, into the grab bag.
    b. Each student then selects a slip of paper and must ask his or her neighbor two questions, using the superlative form of the adjectives, about that same part of the body.

MODEL and ELICIT

(Student A): Who has the biggest eyes?
(Student B): Mr. Shape has the biggest eyes.
(Student A): Who has the smallest eyes?
(Student C): The Baby has the smallest eyes.

    c. Have the students ask and answer questions about their own parts of the body.

5. Have students do Worksheet V-12.

TEACHER RESOURCES

V-12-Chants

Who Is Sylvia?

Who has the name that starts with S?
        I do.
                                        She does.
What's her name?
                                        Sylvia.
Who has a name that ends with A?
        I do.
                                        She does.
What's her name?
                                        Sylvia.
Who has a name with a V in the middle?
        I do.
                                        She does.
What's her name?
                                        Sylvia.
Who has a name with an L in the middle?
        I do.
                                        She does.
What's her name?
                                        Sylvia.
Who is Sylvia?
        I am.
                                        She is.
What's her name?
                                        SYLVIA!

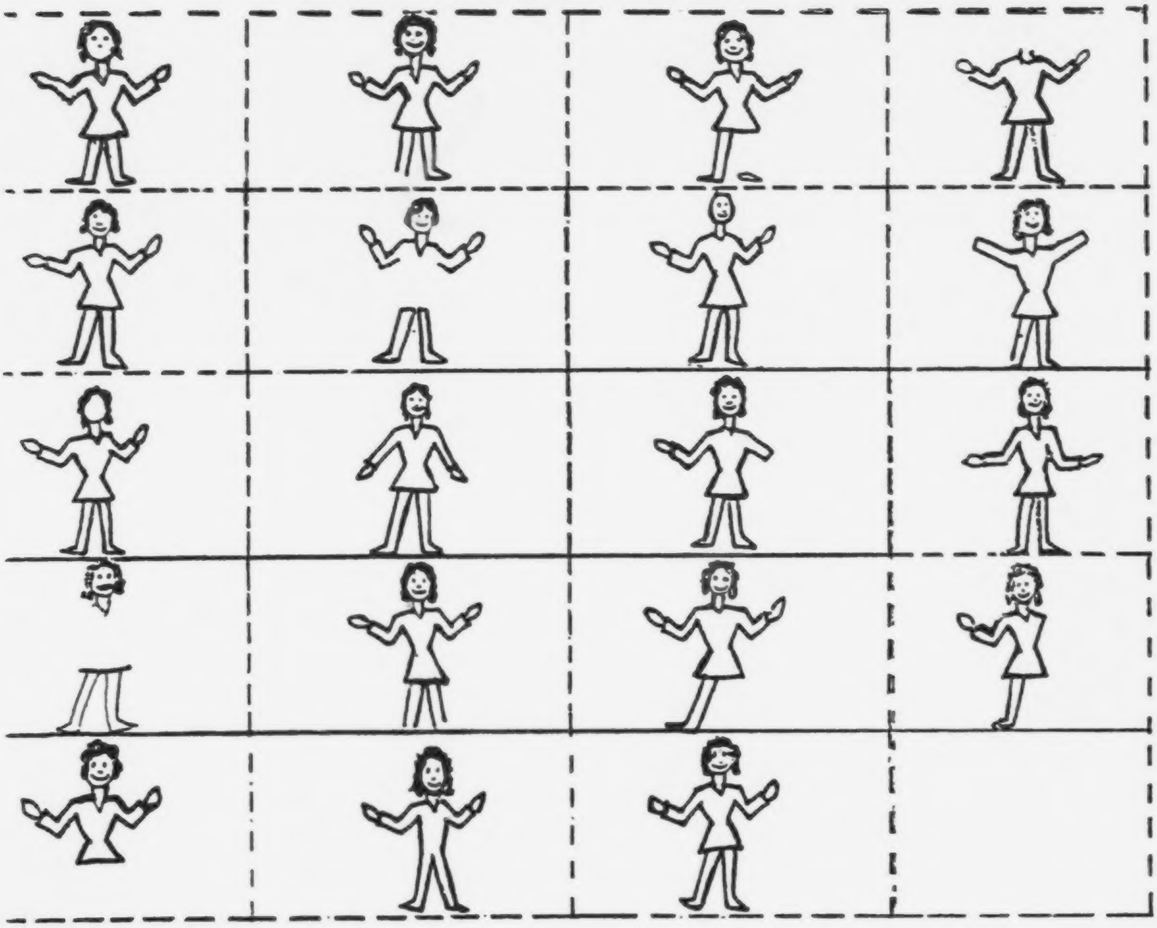
Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979, p.7.

Teacher Resource V-12-Game

Bingo Game

Make bingo board and cards that correspond to the picture on model.

1. Using the model below, have students state what's missing.
2. Give cut out cards of each figure to students.
3. Play game of bingo using "who" questions.
   Ask: "Who has the (girl) without an eye?"
4. Grade the difficulty by reducing or increasing the number of pictures on the stencil.
5. Reintroduce forms of the verb "can" when appropriate.
   Say: "She has no eyes. Can she see?"



Student Worksheet V-12

"Who" Questions

Answer these questions by using one of the following words:

Mr. Shape Mrs. Shape Baby Shape

1) Who has the longest legs? ____________________

2) Who has the shortest arms? ____________________

3) Who has the biggest head? ____________________

4) Who has smaller eyes than Mr. Shape? ____________________

5) Who has bigger ears than Baby Shape? ____________________

6) Who has bigger eyebrows than Mrs. Shape? ____________________

7) Who has a smaller body than Mrs. Shape? ____________________

8) Who has the smallest feet? ____________________

Name ____

SW V-12

ACTIVITY V-13

Cognitive Skill: Size discrimination, comparing

Linguistic Skill: [illegible] comparative and superlative forms of [illegible]

[illegible]

Materials:

. dialog, "Our Classmates"

PROCEDURES

1. Model the dialog.

Our Classmates

(Marie): "Look at Bob! He's so tall and thin! Who is taller and thinner than Bob?"
(Lisa): "Bill is. He's taller and thinner than Bob. Who is the tallest and thinnest boy in the class?"
(Lucy): "John is. He's the tallest and the thinnest boy in our class."

2. Have three girls talk about the boys in their class.

3. Change and have three boys talk about the girls in their class. Teacher may cue the adjective to be used with pictures.

TEACHER RESOURCES

V-13-Games

Scrabble for Juniors. Bayshore, NY: Selchow & Righter Co., 1968.
This game reinforces part/whole relationships of words.

Things That Go Together (Mark-On/Wipe-Off). Springfield, MA.: Milton Bradley Corp., 1977.

ACTIVITY V-14

Cognitive Skill: [illegible]

[illegible]

[illegible]

Materials:

. pictures of articles of clothing (see Teacher Resource V-14-Chart)

PROCEDURES

1. Introduce vocabulary words for clothing:

belt
coat
hat
pants
shirt
sock
tie
jumper

blouse
dress
mitten
purse
shoe
stocking
vest
shorts

cap
glove
pajamas
scarf
skirt
sweater
buttons

2. Select as many words as you feel your students are able to learn.

3. Then ask "when," "what" and "where" questions using the clothing vocabulary.

   Ask: "When do you wear shorts?"
   "What do you wear on a rainy day?"
   "Where do you wear a hat?"

4. Make a chart on the board to record students' answers, using words or rebus writing on the chart.

5. Have the students say the whole sentence.
   Examples:

   "John wears a hat on his head when it is raining."
   "Mary wear shorts in the house when it is hot."
   "We wear boots outdoors when it is snowing."

TEACHER RESOURCES

V-14-Books

Anderson, Hans Cristian. The Emperor's New Clothes. Eauclaire, WI: E. M. Hale & Co., 1949.

Moncure, Jane Belk. (retold by) The Showmaker and the Christmas Elves. Elgin, IL: The Child's World, 1980.

Slobokina, Esphyr. Caps For Sale. Reading, MA: Young Scott Books, 1947.

V-14-Dictionaries and Workbooks

Parnwell, E.C. Oxford Picture Dictionary of American English - Monolingual English Edition. New York: Oxford University Press, 1978.
Pages 10-13 reinforce the concept of clothing.

Schimpff, Jill Wagner. Oxford Picture Dictionary of American English Workbook. New York: Oxford University Press, 1981.
Pages 10-13 reinforce the concept of clothing.

V-14-Duplicating Masters

Liebowitz, Dorothy Sabel. The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980.
The pages entitled "Clothing" (p. 3) and "Accessories" (p. 4) reinforce the concept of clothing.

Liebowitz. Practical Vocabulary Builder. Skokie, IL: National Textbook Co., 1983.
The page entitled "Laundromat and Parts of Clothing" (p. 17) can be used to reinforce the concept of clothing.

V-14-Filmstrips

The Farling Finds Out About Hats. Morristown, NJ: General Learning Corp., 1970.

Heffernan-Cabrera, Patricia. "Clothing and Color" from Audio-Visual English, Set One. New York: Macmillan Publishing Co., Inc., 1969.

TEACHER RESOURCES

V-14-Chants

Shoes and Socks

What do you wear on your head?
    A hat.
What do you wear on your hands?
    Gloves.
What do you wear on your feet?
    Socks.
    Shoes and socks.
    Shoes and socks.
What do you wear when it's cold?
    Socks.
    Shoes and socks.
    Shoes and socks.
What do you wear when it's warm?
    Socks.
    Shoes and socks.
    Shoes and socks.
Where do you wear your hat?
    On my head.
Where do you wear your gloves?
    On my hands.
What do you wear on your feet?
    Socks.
    Shoes and socks.
    Shoes and socks.

Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979.
This chant reinforces the concept of clothing and where it belongs.

TEACHER RESOURCES

V-14-Nursery Rhymes

Banbury Cross

Ride a cock-horse to Banbury Cross,
To see an old lady upon a white horse.
Rings on her fingers and bells on her toes,
She shall have music wherever she goes.

Diddle Diddle Dumpling

Diddle diddle dumpling, my son John
Went to bed with his breeches on.
One stocking off, and one stocking on;
Diddle diddle dumpling, my son John.

Lucy Locket

Lucy Locket lost her pocket,
Kitty Fisher found it;
Nothing in it, nothing in it,
But the binding round it.

The Real Mother Goose. Chicago: Rand McNally & Co., 1944, pp. 30, 37, 23.

TEACHER RESOURCES

V-14-Songs

What Are Your Wearing?

What are you wearing, what are you wearing,
What are you wearing, today, today?
What are you wearing, what are you wearing,
What are you wearing, today, today?
If you're wearing a shirt, stand up!
If you're wearing a shirt, stand up!
If you're wearing a dress, stand up!
If you're wearing a dress, stand up!
If you're wearing pants, stand up!
If you're wearing pants, stand up!

What are you wearing, what are you wearing,
What are you wearing, today, today?
What are you wearing, what are you wearing,
What are you wearing, today, today?
If you're wearing a sweater, stand up!
If you're wearing a sweater, stand up!
If you're wearing a skirt and a blouse, stand up!
If you're wearing a skirt and a blouse, stand up!
If you're wearing shoes, stand up!
If you're wearing shoes, stand up!

What are you wearing, what are you wearing,
What are you wearing, today, today?
What are you wearing, what are you wearing,
What are you wearing, today, today?
If you're wearing a belt, stand up!
If you're wearing a belt, stand up!
If you're wearing a coat and a blouse, stand up!
If you're wearing a coat and a blouse, stand up!
If you're wearing sox, stand up!
If you're wearing sox, stand up!

What are you wearing, what are you wearing,
What are you wearing, today, today?
What are you wearing, what are you wearing,
What are you wearing, today, today?
(repeat)

Palmer, Hap. Learning Basic Skills Through Music Vocabulary. Freeport, NY: Educational Activities, Inc., 1969.

TEACHER RESOURCES

V-14-Fingerplays

Jonathan Bing

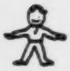
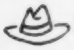
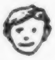
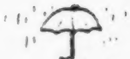
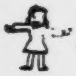
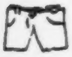
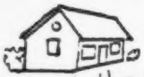
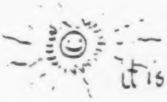
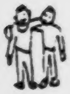
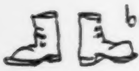
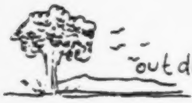
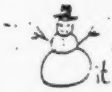
Poor old Jonathan Bing,
Went out in his carriage to visit the king.
But everyone pointed and said "Look at that! (point)
Johnathan Bing has forgotten his hat!" (join thumb and index finger and place on top of head)
Poor old Jonathan Bing,
Went home and put on a new hat for the king. (join thumb and index finger and place on top of head)
But when he arrived an archbishop said, "Hi,
Jonathan Bing! You've forgotten your tie!" (point to neck)
Poor old Jonathan Bing,
Went home and put on a tie for the king. (point to neck)
But when he arrived a soldier said, "Ho,
You can't see the king in pajamas, you know!" (draw hands down body and legs)
Poor old Jonathan Bing,
Went home and addressed a short note to the king.
(wiggle index finger along palm of other hand)
"If you please will excuse me, I won't come to tea,
For home is the best place for people like me!" (point to self)

Grayson, Marion F. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, Inc., 1962.

V-14-Games

Four Picture Card Game. Springfield, MA: Milton Bradley Corp., 1972.
One of the picture card games reinforces the concept of clothing.

Teacher Resource V-14-Chart

Name	what	where	when
 John	 hat	 on the head	 it is raining.
 Mary	 shorts	 in the house	 it is hot.
 We	 boots	 outdoors	 it is snowing.

ACTIVITY V-15

Cognitive Skill: Size discrimination

Linguistic Skill: [illegible]

Content: [illegible]

Materials:

. slips of paper
. a grab bag

PROCEDURES

Variation of "Oh, No, Not I" Game.

1. Write one or more students' names on individual slips of paper.

2. Place slips of paper in a paper bag.

3. Have a student take two slips of paper out. Example: Student A takes out one slip with the name "Mary" and another with the names "Bill" and "Sue."

4. **MODEL AND ELICIT**

   Student A: Mary, your shoes are smaller than Bill's and Sue's.
   Mary: Oh, no they aren't! They are bigger than theirs.
   (Student B takes out one slip with the name Kim and another with his own name.)
   Student B: Kim, your shoes are smaller than mine.
   Kim: Oh, no they aren't! They are bigger than yours.

5. Teacher uses only one article of clothing for a few turns. The item is selected and a picture of it is displayed throughout the game, while the different pronouns are practiced.

TEACHER RESOURCES

V-15-Books

Keats, Ezra Jack. Jennie's Hat. New York: Harper & Row, Inc., 1966.

Slobodkin, Florence and Louis. Too Many Mittens. New York: The Van Guard Press, 1958.

TEACHER RESOURCES

V-15-Songs

Whose Cat Is That?

1. Whose cat is that? Whose dog is this? Whose is it?
   Is it mine? Is it yours? Is it hers? Whose is it?

   Whose car is that? Whose book is this? Whose is it?
   Is it mine? Is it yours? Is it hers? Whose is it?

2. Repeat #1

3. Whose cats are those? Whose dogs are these? Whose are they?
   Are they mine? Are they yours? Are they hers? Whose are they?

   Whose cars are those? Whose books are these? Whose are they?
   Are they mine? Are they yours? Are they hers? Whose are they?

   These are mine. Those are mine.
   These are his. Those are his.
   These are hers. Those are hers.

Johnson, Barry. Language Games and Songs For Core English. Lexington, MA: Ginn & Co., 1971.

ACTIVITY V-16

Cognitive Skills: Part and whole relationships; quantity discrimination; same and different

[illegible]

Materials:

- two bags
- small cards with pictures or names of one or more of the same article of clothing, e.g., two ties, three blouses, four hats
- large pictures of the same articles (see Teacher Resource V-16)
- slips of paper with names of pupils in the class (see Activity V-15)
- a card with 's written on it with blue marker

PROCEDURES

1. Teacher writes 's on the board in blue chalk (for plural of nouns and possessives).

2. Teacher reviews the articles of clothing and their plural forms.

3. Teacher reviews the genitive 's by having each student hold a picture or word card for articles of clothing and an 's card, and the class says, for example: "Jose's two hats."

4. Teacher places the slips of paper with the students' names written on them into a bag.

5. The teacher shows small cards of articles of clothing and places them in another bag.

6. Student A takes a card and a slip of paper, e.g., two blouses - Jane.

7. Teacher addresses Student B and models and elicits from Student A:
   Student A: "Student B, you took Jane's two blouses home."
   Student B: "Oh, no I didn't take her two blouses home! I took mine, and she took hers."

8. Student B takes a card and a slip of paper, e.g., four hats, his own name.

9. Teacher addresses Student C and models and elicits from Student B:
   Student B: "Student C, you took my four hats home."
   Student C: "Oh, no I didn't take your four hats home! I took mine and you took yours."

10. The same procedure will be followed to elicit plural adjectives and pronouns (our, your, their, ours, yours, theirs). In this case, the teacher will write the names of more than one pupil on each slip of paper.

TEACHER RESOURCES V-16-Books

Keats, Ezra Jack and Chen, Pat. My Dog Is Lost. New York: Thomas Y. Crowell Co., Publishers, 1960.
This story reinforces possessive adjectives and pronouns.

TEACHER RESOURCES V-16-Duplicating Masters

Three Little Kittens

Three little kittens, they lost their mittens,
And they began to cry,
"Oh, Mother, dear, we greatly fear,
That we have lost our mittens!"

"What! Lost your mittens, you naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow, mee-ow,
Then you shall have no pie."

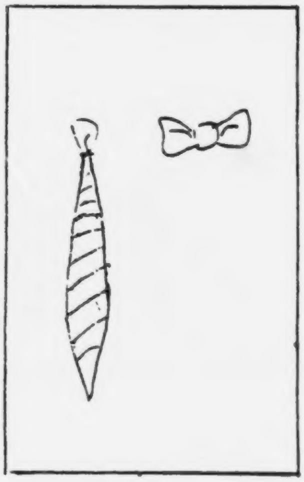
Hansen, Helen S. Hayes Favorite Mother Goose Rhymes and Pictures.
Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1978, p. 25.

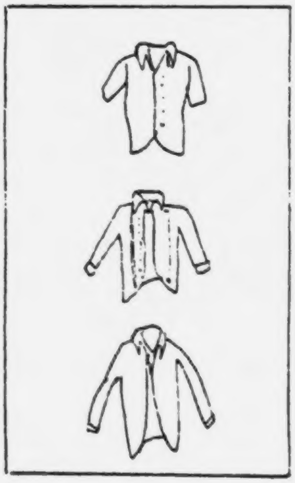
TEACHER RESOURCES V-16-Filmstrips and Records

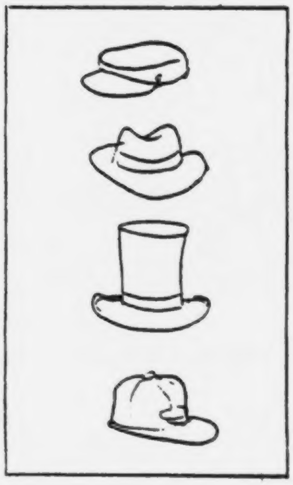
Benny's Four Hats. Elgin, IL: Bowmar/Noble Publishers, Inc., 1968.
This record and filmstrip reinforce quantity, the concept of clothing, and possessive adjectives and pronouns.

Teacher Resource V-16

Articles of Clothing







ACTIVITY V-17

Cognitive Skill: Part and whole relationships

[illegible] pronouns and adjectives

[illegible]

Materials:

- . slips of paper
- . a grab bag
- . song, "I Had A Little Overcoat" (see Teacher Resource V-17-Filmstrips)
- . Student Worksheet V-17

PROCEDURES

1. Teach the children the song, "I Had A Little Overcoat."

2. Explain how the man in the song cut up his old clothing and made something else out of it instead of throwing it out.

3. MODEL AND ELICIT

   He made an overcoat into a jacket, a jacket into a vest, a vest into a tie, a tie into a button.

4. Give out Student Worksheet V-17. Students complete the picture, cut out each box, sequence the clothing in the correct order, and then make a book for themselves about this song.

5. Have the students suggest other part and whole relationships for other clothing: skirt--shorts--belt.

6. Write some students' names on some pieces of paper, along with an article of clothing, e.g., Student A's name/overcoat; Student B's name/jacket; Mary/skirt; Bill/vest; Bill and Tom/tie; Sandy and Student A's name/shorts; Luis and Student B's name/tie; etc.

MODEL AND ELICIT

(Student A selects a piece of paper, Mary/skirt.)
Student A: Mary had an old skirt.
Student B: What did she do?
Student A: She made it into a pair of shorts. That's her pair of shorts.
Student B: Whose pair of shorts are they?
Student A: They are hers.

"I Had A Little Overcoat"

I had a little overcoat, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a jacket in the very latest style.
Tra la la la la la la, Tra la la la la la la,
Made myself a jacket in the very latest style.

I had a little jacket, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a vest in the very latest style.
Tra la la la la la la, Tra la la la la la la,
Made myself a vest in the very latest style.

I had a little vest, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a tie in the very latest style.
Tra la la la la la la, Tra la la la la la la,
Made myself a tie in the very latest style.

I had a little tie, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a button in the very latest style.
Tra la la la la la la, Tra la la la la la la,
Made myself a button in the very latest style.

I had a little button, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a nothing in the very latest style.
Tra la la la la la la, Tra la la la la la la,
Made myself a nothing in the very latest style.

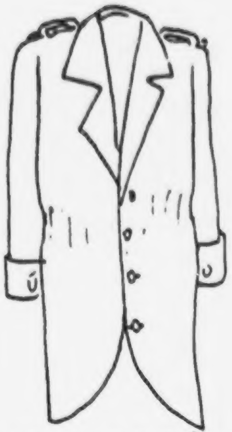
I had a little nothing, as old as could be,
Tra la la la la la la la la la la la.
What I'd ever do with it I just couldn't see,
Tra la la la la la la la la la la la.
So I thought a little while and
Made myself a song in the very latest style.
Tra la la la la la la, Tra la la la la la la
Made myself a song in the very latest style.

Music Series - Story Song I (phono viewer programs). New York: General Learning Corporation, 1969, p. 34, a, b, c.

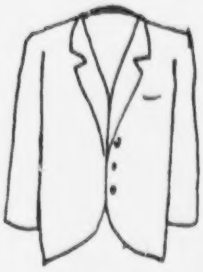
Student Worksheet V-17

I Had A Little Overcoat

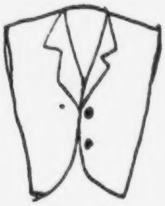
by____________



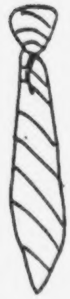
overcoat



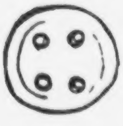
jacket



vest



tie



button

nothing

song

Name ____

SW V-17

ACTIVITY V-18

[redacted]

Materials:

- picture or word cue cards of possessive pronouns (see Teacher Resource V-18-Pictures)
- two grab bags
- various articles of clothing (or pictures of them): two sweaters, four hats, two shirts, three belts
- Student Worksheets V-18 to V-18-D (5 Worksheets)

PROCEDURES

Play "Lost and Found" Game.

1. Put the picture cue cards of possessive pronouns into one grab bag and the clothing (or pictures of same) in another bag.

2. Choose two students. Have Student A select a picture of a piece of clothing from one bag (e.g., sweaters).

3. MODEL and ELICIT

   (Student A): Whose sweaters are these?

   (Have Student B select a possessive pronoun (hers) from the other bag.)

   (Student B): Hers.
   (Student A): Whose?
   (Student B): They're her sweaters.
   (Student A): Whose sweaters?
   (Have students use the genitive 's form.)
   (Student B): Mary's sweaters.

4. Substitute other articles of clothing, possessive adjectives, and pronouns to be used in the above dialog.

5. Students complete Student Worksheets.

TEACHER RESOURCES V-18-Games

Millstein, Bethanie. Language Structure Simplified - A Sentence Formulation and Syntax Development Kit. Freeport, NY: Educational Activities, Inc., 1977.
One part of this kit reinforces the use of possessive adjectives.

TEACHER RESOURCES V-18-Chants

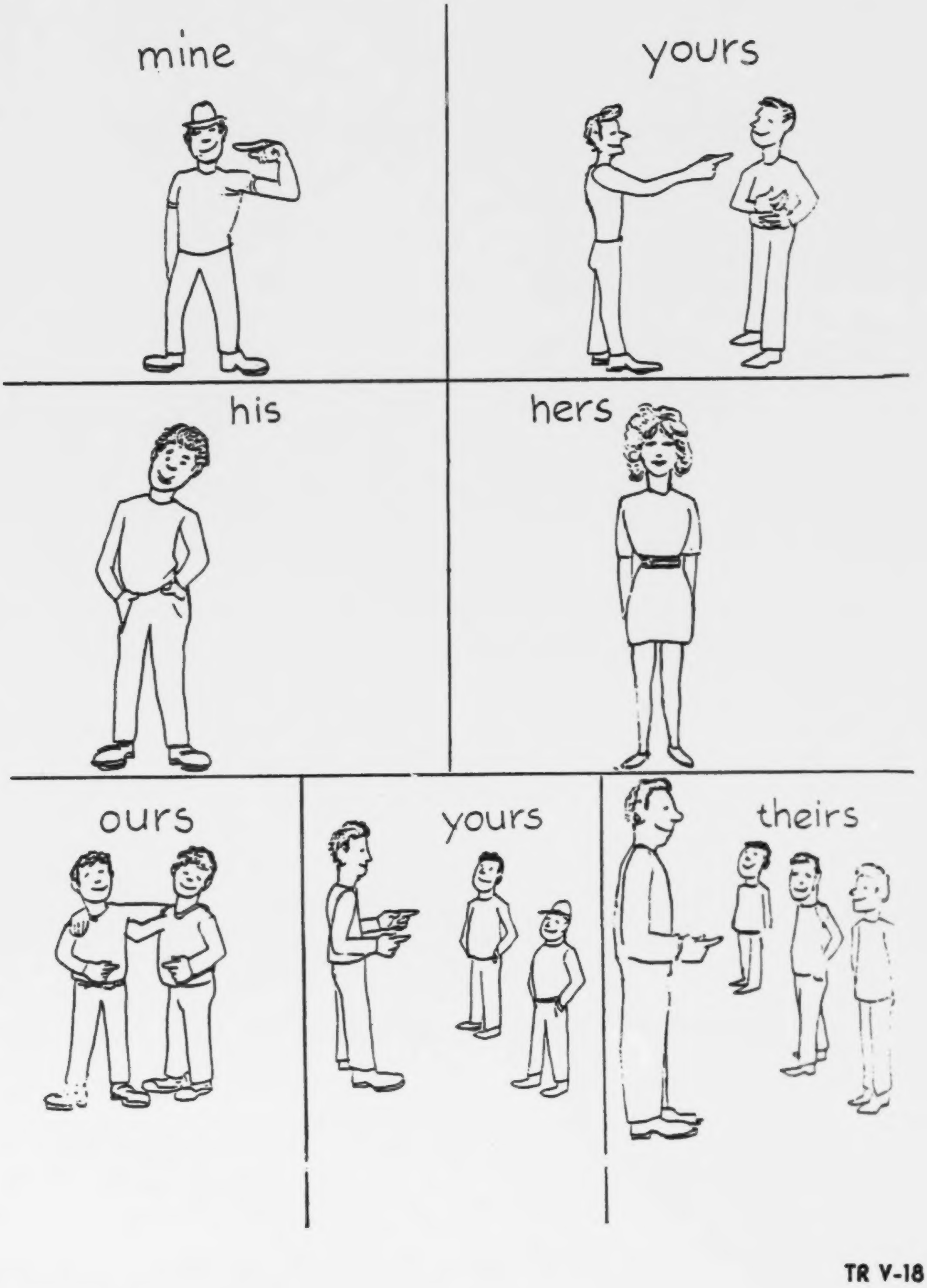
Where's Mine? Is This Mine?

Where's mine? Is this mine?
No, that's hers.
Where's mine? Is this mine?
No, that's his.
Where are mine? Are these mine?
No, those are theirs.
Where are mine? Where are mine?
Yours are there, on the chair.

Where? On the chair.

Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979, p.39.
This chant reinforces possessive pronouns.

Teacher Resource V-18-Pictures


mine
yours
his
hers
ours
yours
theirs

Student Worksheet V-18

Complete each sentence by selecting the correct word:

my/ mine	your - yours
1) I have a blouse. This is ________ blouse This is ____________ .	7) You have a tie. That is ________ tie. That is ____________ .
2) I have a scarf. This is ________ scarf. This is ____________ .	8) You have a jacket. That is ________ jacket. That is ____________ .
3) I have a shirt. This is ________ shirt. This is ____________ .	9) You have a skirt. That is ________ skirt. That is ____________ .
4) I have a belt. This is ________ belt. This is ____________ .	10) You have a dress. That is ________ dress That is ____________ .
5) I have a purse. This is ________ purse. This is ____________ .	11) You have a coat. That is ________ coat. That is ____________ .
6) I have a hat This is ________ hat This is ____________ .	12) You have a jacket. That is ________ jacket. That is ____________ .

Name ______________________________

Student Worksheet V-18-A

Complete each sentence by selecting the correct word.

Clothing	(his/her/hers)
1) He has a tie. That is __________ tie That is __________.	7) She has a dress. That is ________ dress. That is ________.
2) He has a coat. That is ______ coat. That is _________.	8) She has a blouse That is _________ blouse That is _________.
3) He has a jacket. That is ________ jacket. That is ____________.	9) She has a scarf. That is ________ scarf. That is _________.
4) He has a belt. That is _______ belt. That is ___________.	10) She has a skirt. That is _______ skirt. That is __________.
5) He has a skirt. That is ________ shirt. That is __________.	11) She has a hat. That is _________ hat That is __________.
6) He has a sweater. That is _______ sweater. That is __________.	12) She has a purse. That is _______ purse. That is ___________.

Name ____

Student Worksheet V-18-8

Complete each sentence by selecting the correct word:

our — ours

1) We have mittens.
These are ________ mittens.
These are __________.

2) We have shoes.
These are ________ shoes.
These are __________.

3) We have hats.
These are ________ hats.
These are __________.

4) We have coats.
These are ________ coats.
These are __________.

5) We have boots.
These are ________ boots
These are __________.

6) We have socks.
These are ________ socks.
These are __________.

their — theirs

7) They have caps.
Those are ________ caps.
Those are __________.

8) They have jackets.
Those are ________ jackets
Those are

9) They have sweaters.
Those are ________ sweaters
Those are __________.

10) They have raincoats.
Those are ________ raincoats.
Those are __________.

11) They have gloves.
Those are ________ gloves.
Those are __________.

12) They have pants.
Those are ________ pants.
Those are __________.

Name ______________________________

Student Worksheet V-18-C

Clothing

Complete each sentence by selecting one of the following words:

mine, yours, his hers, ours, theirs

1) This is my coat.
This is ________.

2) That is his jacket.
That is ________.

3) That is your hat.
That is ________.

4) That is her scarf.
That is ________.

5) This is my shoe
This is ________.

6) That is her blouse.
That is ________.

7) That is his sweater.
That is ________.

8) That is your tie.
That is ________.

9) This is our stocking.
This is ________

10) These are their boots
These are ________.

11) Those are your pajamas
Those are ________.

12) These are our mittens
These are ________.

13) Those are your pants.
Those are ________.

14) These are their vests.
These are ________.

15) Those are my belts.
Those are. ________.

16) These are her dresses.
These are ________.

Name ________________________

Student Worksheet V-18-D

Clothing

Write his, hers, mine, yours, ours or theirs in each blank.

1) "Are these glasses ______, Ken?" asked Mr. Mason.

2) Ken said, "Yes, those glasses are ______."

3) The coat belonged to Bill and Bob. They were ______.

4) Put the gloves in Bob's room because they're ______.

5) We'll dress at the Baker's house because we can't dress at ______.

6) Put the stockings with Maria's shoes. They're ______.

7) I'll carry my umbrella. You carry ______, Ken.

8) Let's put these shoes in our bedroom They're ______.

Name ________________________________

SW V-18-D

ACTIVITY V-19

Cognitive Skills: Part and whole relationships, size discrimination (dialog)

[illegible]

Materials:

. picture cues of clothing articles
. dialog, "Cleaning Day"

PROCEDURES

1. Say: "Mother is cleaning John's and Lucy's room. She asks them to help her."

2. Introduce the dialog. Use picture cards for the clothing items as cues. If needed, use word cards for possessassive pronouns and adjectives as cues to introduce the characters.

3. Role-play the dialog.

Cleaning Day

Mother: John! Lucy! Come here!
John and Lucy: Okay, Mom.
Mother: Are these your socks, John?
John: No, they aren't. They're too small. They're Lucy's. They're hers.
Mother: Are these your stockings, Lucy?
Lucy: No, they aren't. They're too big. They're yours.
Mother: Are these your caps, John?
John: No, they aren't. They're Donny's and Jim's. They're theirs.
Mother: Are these your gloves, John?
John: Yes, they're mine.
Mother: Are these your jeans, Lucy?
Lucy: No, they're his. They're John's. They're too big for me.
Mother: Are these your scarves?
Lucy and John: Yes, they're ours. May we go out and play now?
Mother: Yes, you may.

4. The names of the characters are written on the board in the sequence of the dialog and cues listed next to their lines for easier retention.

5. Begin to erase the cues as the students are able to produce the lines.

6. With some groups, the students may then read the dialog and fill in the spaces on a spot dictation exercise.

7. Also, with some groups a cloze exercise could be used as a follow-up. The students would supply the missing possessive adjectives and pronouns.

Hines, Mary Elizabeth. "A Happy Audience"from Skits in English as a Second Language. New York: Regents Publishing Co., 1973
This skit can be used to reinforce possessive pronouns and adjectives.

ACTIVITY V-20

[redacted]

Materials:

noun-noun picture/word cards (see Teacher Resource V-20-Pictures)
Student Worksheet V-20

PROCEDURES

1. Make sure the students can identify each of the thirty pictures both as two single words and as a noun-noun combination.

2. MODEL and ELICIT

   That's an ear. That's a ring.
   That's an earring.

3. Ask some "what," "when," and "where" questions.

   Ask: "What do you wear in the rain?"
   "When do you wear a nightgown?"
   "Where do you wear a wristwatch?"

4. Play "Match" Game. Give out ten noun-noun pictures to each student; place the matching simple noun pictures on the table. Each student must find his or her matching cards.

5. MODEL and ELICIT

   (Student A): I have the lip. I need the stick. May I have the stick?
   (Teacher): Yes, you may.

6. Students match the single word cards with the noun-noun combination.

7. Play "Concentration" Game. Place the simple noun pictures face down on the table. Each student turns over two pictures, allowing his or her classmates to see each picture.

8. MODEL and ELICIT

   Student A: (After turning over the first picture) I have the head. I need the band. (Have him or her turn over the second card. If it matches, he or she takes it. If it doesn't, he or she turns back both cards.)

9. This game is continued until all the cards are matched. Pupils match the two single words with the noun-noun combination.

10. With some groups, students may do a writing exercise of copying or of completing a noun-noun combination.

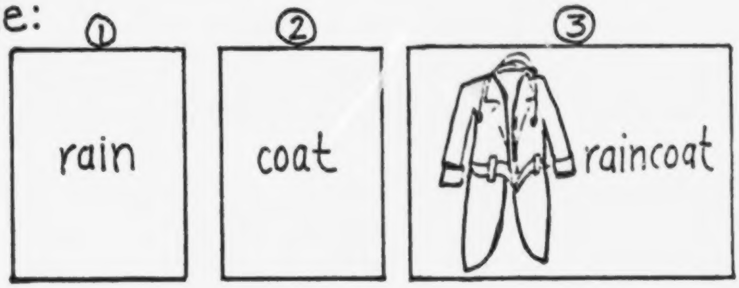
Teacher Resource V-20-Pictures

Noun- Noun Pictures

Make 3 cards for each
of the following 10 words.

For example:

raincoat



nightgown

lipstick

shoelace

bathrobe

headband

earring

eyeglasses

hairclip

wristwatch

Wee Willie Winkie

Wee Willie Winkee runs through the town,
Upstairs and downstairs, in his nightgown;
Rapping at the window, crying through the lock,
"Are the children in their beds? Now it's eight o'clock."

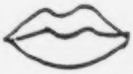
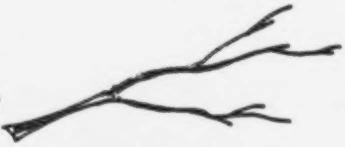
The Real Mother Goose. Chicago: Rand McNally & Co., 1944, p. 33.
This nursery rhyme reinforces a noun-noun combination.

Student Worksheet V-20

Clothing

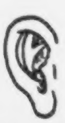
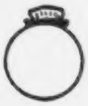
Complete this paper by drawing the correct picture and writing the word under it.

1)

 +  =

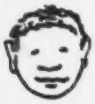
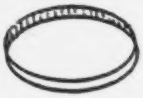
lips stick

2)

 +  =

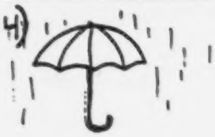
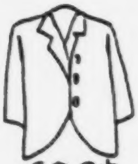
ear ring

3)

 +  =

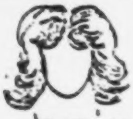
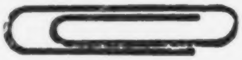
head band

4)

 +  =

rain coat

5)

 +  =

hair clip

Name ______________________________

ACTIVITY V-21

[redacted]

Materials:

- Student Worksheets V-21 through V-21-D (5 Worksheets)
- cards for the single words in the noun-noun combinations. Follow the same directions as in the previous activity to make up picture/word cards. Use the words listed below.

Clothing
trenchcoat
pantsuit
watchband
raincoat
wristwatch

Body
eyelash
eyelid
eyeball
fingernail
armpit

Parts of the House and Furnishings
doormat
coatrack
staircase
armchair
bookcase
lampshade
ashtray
dustcloth
headboard
pillowcase
bedspread
bathtub
toothbrush
toothpaste

PROCEDURES

1. Have students play "Match" Game and "Concentration" as per Activity V-20.
2. Students will complete Student Worksheets.

TEACHER RESOURCES V-21-Dictionaries and Workbooks

Parnwell, E. C. Oxford Picture Dictionary of American English - Monolingual English Edition. New York: Oxford University Press, 1978.
Pages 26, 28-33 reinforce the concepts of house and furnishings..

Schimpff, Jill Wagner. Oxford Picture Dictionary of American English Workbook. New York: Oxford University Press, 1981.
Pages 30-31, 33-41 reinforce the concepts of house and furnishings.

TEACHER RESOURCES V-21-Duplicating Masters

Liebowitz, Dorothy Gabel The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980.
The pages entitled "The House" (p. 19), "Furnishings" (p. 20), and "Household Items" (p. 21) can be used to reinforce the concept of house and furnishings and noun-noun combinations.

Liebowitz Practical Vocabulary Builder. Skokie, IL: National Textbook Co., 1983.
The pages entitled "Dwelling" (p. 18), "Kitchen" (p. 19), "Bathroom" (p. 20), "Household Items" (p. 21), and "Personal Items" (p. 22) can be used to reinforce the concepts of house and furnishings and noun-noun combinations.

TEACHER RESOURCES V-21-Filmstrips

Heffernan-Cabrera, Patricia. "Houses" from Audio-Visual English. Set One. New York: MacMillan Publishing Co., Inc., 1969.
This filmstrip reinforces the concepts of parts of the house and furnishings.

TEACHER RESOURCES V-21-Games

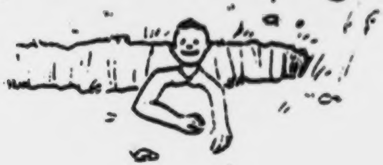
"Compound Words Picture Cards" from Language Skills Development. Boston: Teaching Resources Corp., 1975.

Brown, Esther. Parts and Whole. Boston: Teaching Resources Corp., 1979.

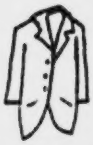
Student Worksheet V-21

Clothing

Complete this paper by drawing the correct picture and writing the word under it.


trench

+


coat

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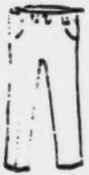
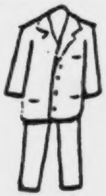
2)


pants

+


suit

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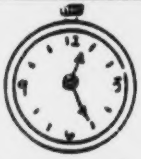
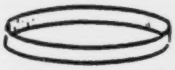
3)


watch

+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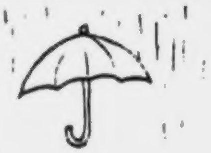
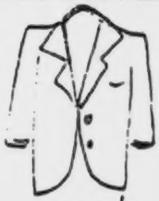

rain

+


coat

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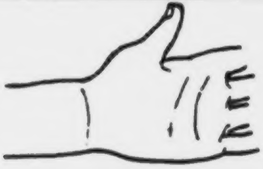
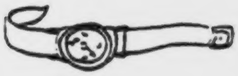

wrist

+


watch

=

Name ______________________________

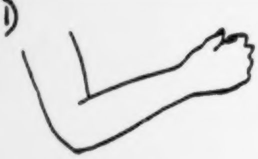
SW V-21

Student Worksheet V-21

Body

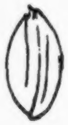
Complete this paper by drawing the correct picture and writing the word under it.

1)



arm

+



pit

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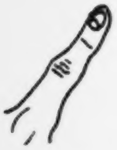
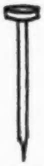
2)



finger

+



nail

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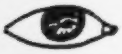
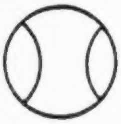


eye

+



ball

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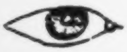
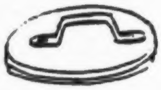
4)



eye

+



lid

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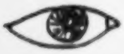
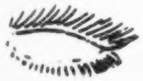
5)



eye

+



lash

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Name ______________________________

SW V-21-A

Student Worksheet V-21-B

Parts of the House and Furnishings

Complete this paper by drawing the correct picture and writing the word under it.

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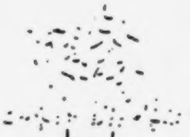
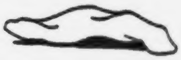

dust
+

cloth
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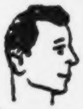
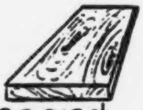
2)

head
+

board
=

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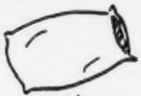
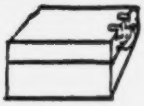
3)

pillow
+

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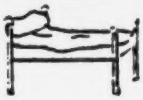
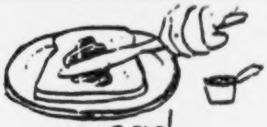

bed
+

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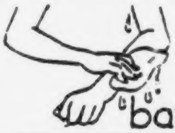
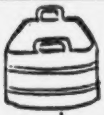

bath
+

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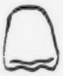
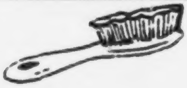

tooth
+

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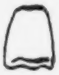
tooth
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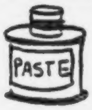

paste
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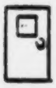
Name ______________________________

Student Worksheet V-21-C

Parts of the House and Furnishings

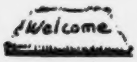
Complete this paper by drawing the correct picture and writing the word under it.

1)



door

+



mat

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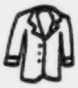
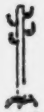
2)



coat

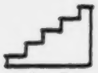
+



rack

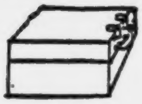
=

3)



stair

+



case

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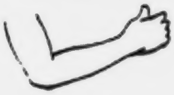
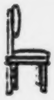
4)



arm

+



chair

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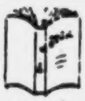
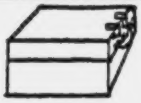
5)



book

+



case

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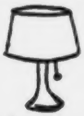
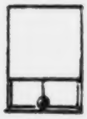


lamp

+



shade

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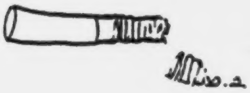
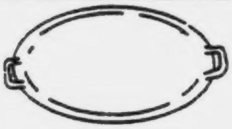
7)



ash

+



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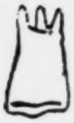
Name ______________________________

Student Worksheet V-21-D

Parts of the House and Furnishings

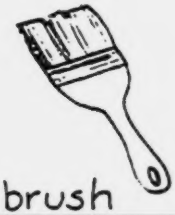
Complete this paper by drawing the correct picture and writing the word under it.

1)



tooth

+



brush

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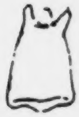
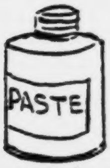
2)



tooth

+



paste

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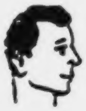
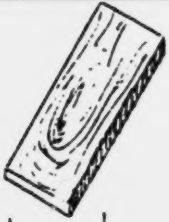
3)



head

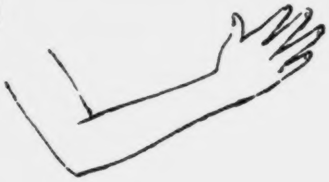
+



board

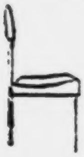
=

4



arm

+



chair

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Name ______________________________

SW V-21-D

ACTIVITY V-22

[illegible]

Materials:

- picture/word cards for the parts of the body
- Student Worksheet V-22

PROCEDURES

Variation of the game "Oh, No, Not I!"

1. Using the cards as cues:

   MODEL and ELICIT

   (Student A): Do your two feet hurt?
   (Student B): Oh, no they don't! Only one foot hurts.

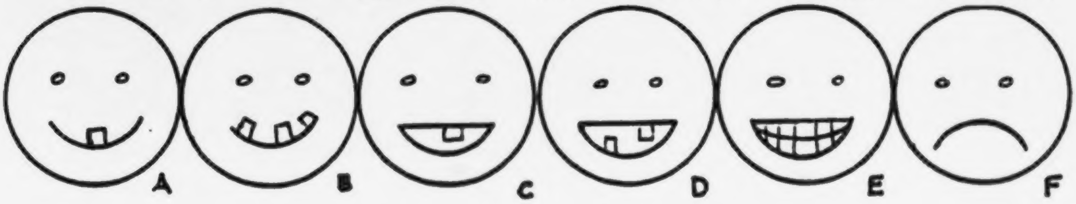
2. Substitute "tooth/teeth."

3. Then review some regular singular and plural words for the parts of the body--ear/ears; leg/legs, etc.

4. Students complete Student Worksheet V-22.

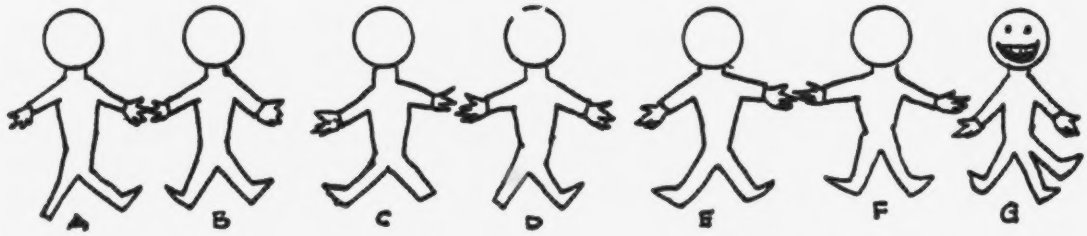
Student Worksheet V-22

LET'S TALK ABOUT A TOOTH AND TEETH



1. A has __1__ tooth.
2. B has ____ teeth.
3. C ____ ____ ____.
4. D ____ ____ ____.
5. E ____ ____ ____.
6. F ____ ____ ____.
(too bad!)

LET'S TALK ABOUT A FOOT AND FEET



1. A has __1__ foot.
2. B has ____ feet.
3. C ____ ____ ____.
4. D ____ ____ ____.
5. E ____ ____ ____.
6. F ____ ____ ____.
7. G ____ ____ ____
and ____ teeth
in his mouth.

Name ________________________________

SW V-22

ACTIVITY V-23

[redacted]

Materials:

- dialog, "At the Doctor"
- picture/word cards for parts od the body

PROCEDURES

1. Introduce the dialog.

2. Model the dialog and have two students role-play it.

At the Doctor

Doctor: Hello, Mrs. Lopez! What's the matter?
Mrs. Lopez: I don't feel well. My feet hurt all the time.
Doctor: Let me see. (checks feet)
Mrs. Lopez: What's the matter with my feet?
Doctor: They're fine. You just need to wear bigger shoes.
Mrs. Lopez: My teeth hurt, too.
Doctor: I can't help you with your teeth.
Mrs. Lopez: Who can?
Doctor: A dentist. Here's the name of one.
Mrs. Lopez: Thanks, Doctor.

3. Use picture/word cards as cues.

4. List the characters on the board in the sequence of the dialog.

5. Add cues next to their lines.

6. Eliminate the cues as the students are better able to retain their lines.

7. Substitute other parts of the body which have regular plurals, too.

ACTIVITY V-24

Cognitive Skill: Part/whole relationships (dialog)

[illegible]

[illegible]

Materials:

. dialog, "At The Shoestore"
, Student Worksheet V-24, V-24-A

PROCEDURES

1. Introduce the dialog.

2. Model the dialog and have two students role-play it.

At the Shoe Store

(Lucy walks into the shoe store to buy some shoes. She sees a lot of people standing outside. She asks Mr. Rodriguez, the salesman, what happened.)

Lucy: Do you know what happened, Mr. Rodriguez?
Mr. Rodriguez: Yes. Two women and three children came into my store to try on some shoes.
Lucy: What happened then?
Mr. Rodriguez: One of the women took off her shoes. Suddenly she saw two mice jump up onto her feet.
Lucy: What did she do?
Mr. Rodriguez: She screamed, her teeth started to chatter, and then she fainted.
Lucy: Where is she now?
Mr. Rodriguez: At home. Two of my salesmen drove her home. The other woman and the three children left with them, too.

3. Use picture/word cards as cues..

4. List the characters on the board in the same sequence as in the dialog.

5. Add cues next to their lines.

6. Eliminate cues as the students are better able to retain their lines.

7. Have students complete Student Worksheets V-24 and V-24-A.

TEACHER RESOURCES V-24-Dictionaries

Greet, W. Cabell, Jenkins, William A. and Schiller, Andrew. My First Picture Dictionary. Glenview, IL: Scott, Foresman & Co., 1970.

Greet. My Second Picture Dictionary. Glenview, IL: Scott, Foresman & Co., 1971.

Thorndike, E. L. and Barnhart, Clarence L. Thorndike-Barnhart Junior Dictionary. Glenview, IL: Scott, Foresman & Co., 1968.

These dictionaries reinforce part/whole relationships of words.

TEACHER RESOURCES V-24-Duplicating Masters

Leff, Ruth B. and Leff, Sara Lou. Reading the Plurals Train. Paoli, PA: Instructo/McGraw-Hill, 1980.
This duplicating spirit master book reinforces the use of irregular plurals.

TEACHER RESOURCES V-24-Games

Brown, Ester. Singulars and Plurals. Hingham, MA: Teaching Resources Corp., 1979.

Student Worksheet V-24

More than One

Choose one of the following words to complete the sentences below:

feet	teeth	children
women	salesmen	mice

1) That tooth is larger than those ________ .

2) This mouse is smaller than these ________ .

3) That foot is bigger than those ________ .

4) That salesman is taller than those ________ .

5) This woman is shorter than these ________ .

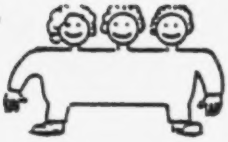
6) This child is taller than these ________ .

Name ______________________________

SW V-24

Student Worksheet V-24-A

The Martians

1.


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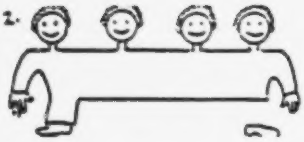

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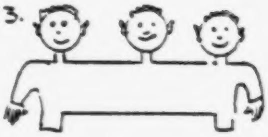

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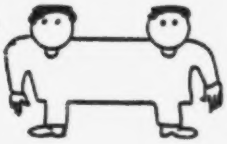

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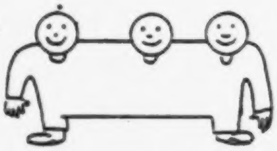

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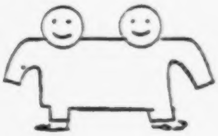

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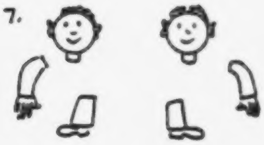

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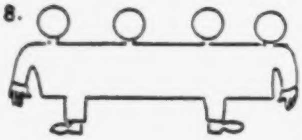

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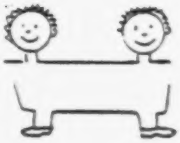


Name ____________________________________

Goal VI: Is It the Same or Different?

LINGUISTIC STRUCTURES

1.1 Descriptive adjectives

MODEL A banana is yellow. (color)
This is a soft banana. (texture)
It is sweet. (taste)
The banana is long and narrow. (shape)
It is quiet to eat. (sound)

1.2 The infinitive, past and past participle forms of verbs

infinitive

MODEL I like to eat candy.
John likes to sip lemonade.

past:

We ate ice cream last night.
Mary drank milk yesterday.

past participle:

I have eaten my dinner already.
Jose has tasted the pickle.

1.3 Antonyms and synonyms

antonyms

MODEL Alice likes big dogs.
Tommy likes small dogs.
Joey cries when he's hungry.
He laughs when he's playing.

synonyms

MODEL The floor is dirty.
The windows are grimy, too.
Helen is a naughty girl.
Carol is a bad girl, too.

1.4 How much/how many, there is/there are, a/an/the

MODEL How much cake is in the cupboard?
How much money do you have?
How many peaches are in the refrigerator?
How many pencils do you want?
There is an orange is my lunchbox.
There are five pencils on the table.
This is a banana.
This is an apple.
The apple is in the refrigerator.

1.5 Quantitatives: much, a little, more, less, few, fewer, many, some, none, several, a lot of (with nouns)

MODEL I don't have much soup to eat.
John left a little spaghetti on his plate.
Ann has more ice cream than Frank.
Frank has less ice cream than Ann.
I have a few cookies.
We have many vegetables in the refrigerator.
Tony wants some cake.
He has none.
Michael ate several cookies.
Michael ate a lot of cookies.

ACTIVITY VI-1

Cognitive Skill: Classifying

Linguistic Item: a/an

Concept: Food

Materials:

- real fruits and vegetables
- pictures or models of fruits and vegetables (e.g., Food...Your Choice, Level I Teacher Materials, National Dairy Council, 1977.)
- tape

PROCEDURES

1. Use the real fruits and vegetables or pictures of them to review or teach the names of the foods.

2. Have the students classify them into the fruit or vegetable categories.

   MODEL This is a (banana).
   It is a (fruit).
   These are (peas).
   They are (vegetables).

3. As the students identify and classify each food, have them separate them by taping them onto the chalkboard in separate places or gathering them into separate piles.

4. You can extend this activity using additional categories - meat, desserts, beverages.

TEACHER RESOURCES

VI-1-Books

Charles, Donald. Calico Cat Meets Bookworm. Chicago: Children's Press, 1978.
Classification.

McGovern, Ann. Stone Soup. New York: Scholastic Book Services, 1968.
Classification.

Gelman, Rita Golden. The Biggest Sandwich Ever. New York: Scholastic Book Services, 1980.
Food.

VI-1-Songs

Palmer, Hap. *Learning Basic Skills Through Music Vocabulary* (tape). Freeport, NY: Educational Activities, 1969.

Kinds of Foods

1. You are holding a picture of some kind of food.
   Look at your picture of some kind of food.
   Are you ready and listening so you won't be missing
   A musical game about kinds of foods?

2. Now the food you hold will be called by and by,
   And that's when you should hold it very high.
   Are you ready and listening so you won't be missing
   A musical game about kinds of food?

apple - milk - sandwich - carrots - eggs - hamburger - hot dogs - banana - cereal - toast - orange - ice cream - meat - pancakes - soda pop - baked potatoes - cake - soup - cookies - peach - tomato - corn - doughnut - pear bacon - orange juice - salad - potato chips - candy - watermelon

3. You are holding a picture of some kind of food.
   Look at your picture of some kind of food.
   Were you ready and listening so you weren't missing
   A musical game about kinds of food?

Vocabulary:

ice cream
hamburger
watermelon
potato chips
orange juice
baked potatoes
hot dog
cookies
soda pop
doughnut
pancakes
sandwich
eggs
milk
pear
corn
cake
soup
peach
cereal
carrot
banana
tomato
orange
toast
meat
apple
salad
bacon
candy

Materials: Pictures of the foods listed above. (All are contained in the Peabody Language Development Kit)

Setting: The children are seated, and holding a picture of some kind of food.

Action: The children look at their picture of some kind of food. When their food is called, they hold their picture up. They bring it down when the next food is called.

TEACHER RESOURCES

VI-1-Duplicating Masters

The Vocabulary Builder. Skokie, IL: National Textbook Co., 1980.
Duplicating masters--Sheet 4: Fruits and Vegetables; Sheet 5: Food A; Sheet 6: Food B.

We Learn to Classify. Paoli, PA: Instructo/McGraw-Hill, 1971.
Duplicating masters.

VI-1-Games

"Categories" puzzle (self-correcting).
General classification skills.

Four Picture Card Games. Springfield, MA: Milton Bradley Corp., 1972.
Categories of food, clothing, house.

Classification Game - Instructo Activity Kit #1014. Paoli, PA: The Instructo Corp.
Categories of toys, food, clothing, pets.

How Are They Alike? (Mark-On, Wipe-Off). Springfield, MA: Milton Bradley Corp., 1977.
General classification skills.

VI-1-Picture Sets

Food...Your Choice, Level I, Teacher Materials. National Dairy Council, 1977, p.23; also, "What Food Did They Eat?", pp.20-21.
Food; quantitatives; nursery rhymes.

PROCEDURES

1. Lay several food models out together. Let children choose a set of food models that they feel are alike in some way. Have them share their grouping and the way they are all the same.
2. This process can be repeated several times, making clear that there are many ways to sort (classify) foods. As the game proceeds, the teacher may want to suggest possible criteria for grouping, such as "leafy" foods, vegetables, meats, dairy products, fruits, grains, etc.
3. When the children become skillful with the easier version of the game just described, make sets with one food that does not have the same attribute as the other foods in the set. Ask the children to identify the food that does not belong in the set.

TEACHER RESOURCES

VI-1-Chants

Grandma's Going To The Grocery Store

Grandma's going to the grocery store.
        One, two, three, four.
Grandma's going to the grocery store.
        One, two, three, four.
Who's going?
        Grandma's going.
Who's going?
        Grandma's going.
Where's she going?
        To the grocery store.
        One, two, three, four.
When's she going?
        At a quarter after four.
        One, two, three, four.
What's she going to buy at the grocery store?
        One, two, three, four.
A loaf of bread,
a bottle of milk,
a big bag of cookies
and a little can of peas.
        A loaf of bread
        a bottle of milk,
        a big bag of cookies
        and a little can of peas.

Grandma's going to the grocery store.
        One, two, three, four.

Grandma's going to the grocery store.
        One, two, three, four.

Graham, Carolyn, Jazz Chants for Children. New York: Oxford University Press, 1979.

ACTIVITY VI-2

Cognitive Skill: Classifying

Linguistic Item: Descriptive adjectives in categories

Concept: Food

Materials:

- pictures of different foods, or actual foods (e.g., an apple, a pickle, a carrot)
- construction paper
- magazines
- scissors
- glue

PROCEDURES

1. Using the pictures or real foods, describe the food.

Example 1:

A (banana) is (yellow).	(color)
It is (soft).	(texture)
It is (sweet).	(taste)
It is (long) and (narrow).	(shape)
It is (quiet).	(sound it makes when bitten into)

Example 2:

A (pickle) is (green).	(color)
It is (hard).	(texture)
It is (sour).	(taste)
It is (long) and (plump).	(shape)
It is (crunchy).	(sound it makes when bitten into)

2. Select a category (e.g., soft, or green, or noisy) and have the students find the foods that belong to that category.

3. Say: "Find all the foods that are soft: (bananas, ice cream, pudding, peaches, mashed potatoes)."

4. Say: "Find all the foods that make a noise when you bite into them: (carrots, celery, apples, pickles).

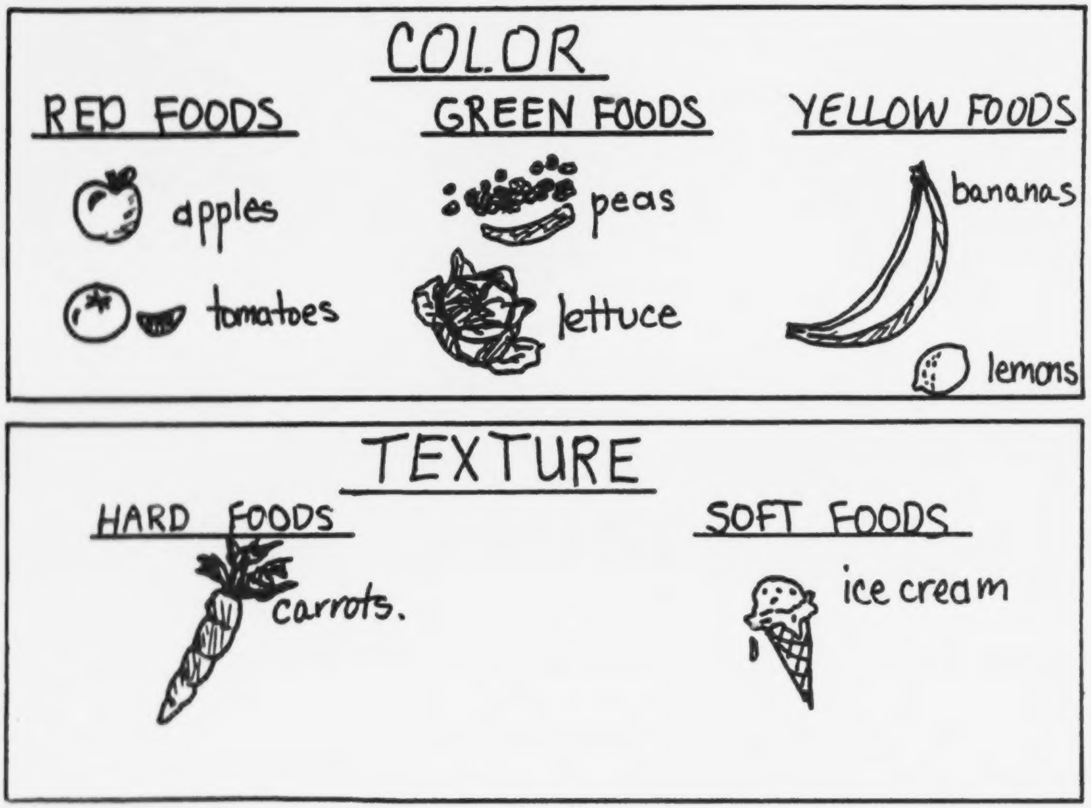
5. Continue with other categories.

6. Have students cut out pictures of foods from magazines.

7. Have students categorize foods relating to the groups of adjectives.

8. Have students make a chart using the cut out pictures by pasting them onto construction paper under various descriptive categories. Have one piece of construction paper for each major category.

SAMPLE


COLOR
RED FOODS
GREEN FOODS
YELLOW FOODS
apples
peas
bananas
tomatoes
lettuce
lemons
TEXTURE
HARD FOODS
SOFT FOODS
carrots.
ice cream

9. Depending on the age level of the children, these charts may take several lessons to complete.

TEACHER RESOURCES

VI-2-Books

Larris, Ann. People Are Like Lollipops. New York: Holiday House, Inc., 1971. Similarities and differences; descriptive adjectives.

VI-2-Picture Sets

Food...Your Choice, Level I, Teacher Materials. National Dairy Council, 1977. "An Apple Is More Than Meets the Eye," pp.24-25 and "Describing and Comparing Other Fruits and Vegetables," p. 25 reinforce describing, classifying, and describing in categories.

TEACHER RESOURCES

VI-2-Poems

Hot Dog Hot

Hot dog hot
And mustard thick,
watch it sizzle
On a stick.
Hot dog hot,
It smells first-rate.
I'm so hungry,
Hate to wait.
Hot dog hot
Inside a roll,
Lots of relish
Eat it whole.
Oh, how good -
It hits the spot.
Gobble up that
Hot dog hot!

Lois Lenski

Point out names of foods and use of present tense of verbs and descriptive adjectives.

A Matter of Taste

What does your tongue like the most?
Chewy meat or crunchy toast?

A lumpy bumpy pickle or tickly pop?
A soft marshmallow or a hard lime drop?

Hot pancakes or a sherbert freeze?
Celery noise or quiet cheese?
Or do you like pizza
More than any of these?

Eve Mirriam

Point out similarities and differences, descriptive adjectives, antonyms, foods.

Bissett, Donald J., ed. Poems and Verses About the City. San Francisco: Noble and Noble Publishers, Inc., 1968, p. 74.

ACTIVITY VI-3

Cognitive Skill: Classifying

Linguistic Item: Using a series of descriptive adjectives

Concept: Food

Materials:

- pictures of foods (from Activity VI-2)
- pocket chart
- Student Worksheet VI-3

PROCEDURES

1. Display the pictures of food in a pocket chart.
2. Play a guessing game to reinforce the use of descriptive adjectives. Have the students use as many adjectives as they can to describe one of the foods displayed. For example, say: "I'm thinking of a fruit. It is sweet, crunchy, and red. What is it?" Have the students guess what it is. (An apple.)
3. Give each student an opportunity to describe a food. Encourage as much description as possible.
4. If the students have difficulty recalling the adjectives, guide them by asking: "Is it crunchy or quiet?" "Is it plump or narrow?"
5. Have students complete Student Worksheet VI-3.

TEACHER RESOURCES

VI-3-Poems

Song for Supper

Baked potato, crackly brown,
Melted butter running down.
But applesauce for supper
Is what I like instead.
Applesauce for supper
And a slice of raisin bread.

Eggs all scrambled, piping hot,
Served with bacon, like as not.
But applesauce for supper
Is what I like the most.
Applesauce for supper
And a piece of crunchy toast.

Sometimes cocoa, hot and sweet,
Pudding for a special treat.
But applesauce for supper
Is what I like, don't you?
Applesauce for supper
And a ginger cookie, too.

Bissett, Donald J., ed. Poems and Verses to Begin On. San Francisco: Noble and Noble Publishers, Inc., 1967, p. 33.

Student Worksheet VI-3

DIRECTIONS: Choose an appropriate word and write it on the line.

banana	ice cream	pickle
cupcake	peas	apple

1. ____________________

red
round
crunchy
hard
sweet

2. ____________________

green
long
plump
sour
crunchy
hard

3. ____________________

green
small
round
soft
quiet

4. ____________________

yellow
long
soft
sweet
quiet

5. ____________________

soft
cold
sweet
quiet

6. ____________________

soft
round
quiet
sweet

ACTIVITY VI-4

Cognitive Skill: Classifying; similarities and differences

Linguistic Item: Infinitive form of verbs; affirmative statements

Concept: Food

Materials:

- pictures of food (from Activity VI-2)
- drawing materials
- Student Worksheet VI-4

PROCEDURES:

1. Discuss what students like to eat. Use pictures of foods to help students remember various foods.
2. Say: "I like to eat (bananas)." Have students use this sentence pattern to name foods they like to eat.
3. Say: "I like to drink (milk)." Have students practice this sentence using the names of different beverages.
4. Continue discussing what students like, but vary the sentences by using:
   I like to have (______).
   I like to buy (______).
   I like to taste (______).
5. Have the students draw pictures of things they like to eat or drink. Help them write a sentence about it.
6. Encourage the students to give a reason for their likes by identifying a descriptive adjective. For example, model: "I like to eat carrots because they are crunchy."
7. Have students complete Student Worksheet VI-4.

TEACHER RESOURCES

VI-4-Books

Fisher, Aileen. No Accounting for Tastes. Glendale, CA: Bowmar/Noble Publishers, Inc., 1973.
Similarities and differences; past tense; likes and dislikes.

Student Worksheet VI-4

DIRECTIONS: Choose an appropriate word and write it in the blank.

eat
drink
taste
have
sip
buy

1. I like to ____________________ bananas because they are soft.

2. I like to ____________________ ice cream because it is sweet.

3. I like to ____________________ tea because it is hot.

4. I like to ____________________ carrots because they are crunchy.

5. I like to ____________________ lemonade because it is cold.

6. I like to ____________________ pickles because they are sour.

Name ____

ACTIVITY VI-5

Cognitive Skill: Classifying; similarities and differences

Linguistic Item: Infinitive form of verbs; negative statements

Concept: Food

Materials:

. pictures of food
. drawing materials

PROCEDURES

1. Display pictures of food.

2. Point to a food (e.g., pickles) and say: "I don't like to eat (pickles)."

3. Ask students to name foods that they don't like to eat. Encourage them to use a full sentence in their response.

4. Say: "I don't like to drink (coffee)."

5. Have the students name beverages that they don't like to drink. Encourage the use of a full sentence in the response.

6. Practice the sentence with other verbs: (to buy, to have, to taste, etc.)

7. Have the students draw pictures of foods they don't like to eat or drink and write a sentence about them.

8. Encourage the students to tell why they don't like a particular food. Example: "I don't like to eat pickles because they are sour."

TEACHER RESOURCES

VI-5-Books

Dr. Seuss. Green Eggs and Ham. New York: Random House, Inc., 1960.

VI-5-Picture Sets

"Finding Pictures of Foods We Like," p. 22, from Food...Your Choice, Level I, Teacher Materials. National Dairy Council, 1977.

ACTIVITY VI-6

Cognitive Skill: Classifying

Linguistic Item: Selected verbs in the past tense; past participle, affirmative and interrogative forms with what

Concept: Food

Materials:

. pictures of food
. Student Worksheet VI-6

PROCEDURES

1. Display pictures of food.

2. Review the past tense of regular and irregular verbs and model the present perfect tense (past participle).

3. MODEL AND ELICIT

   I ate a banana. What have you eaten?
   I have eaten a pear.
   I drank some milk. What have you drunk?
   I have drunk some lemonade.

4. Students repeat sentence patterns using pictures of food as visual cues.

5. Play a game using a chain drill technique. Give each student a picture of a food item and have students ask each other questions and elicit responses.

6. Example of a chain drill:
   Sara: "I ate a banana. What have you eaten, Mary?"
   Mary: "I have eaten a pear. What have you eaten, José?"
   José: "I have eaten a peach." (etc.)

7. To reinforce classification skills, have students name only fruits, or vegetables, or desserts at one time.

8. Include in this exercise verbs from the list below in order to expand the students' vocabulary. These verbs can be used easily in sentences about food.

Infinitive	Past Tense	Past Participle
to eat	ate	eaten
to drink	drank	drunk
to have	had	had
to taste	tasted	tasted
to buy	bought	bought
to bring	brought	brought
to find	found	found
to choose	chose	chosen
to bite	bit	bitten
to get	got	got
to take	took	taken
to make	made	made
to cook	cooked	cooked

9. Explain that the past participle uses the verb "to have."

10. Use many visual aids of food (cut out pictures, display cards) to help the students classify foods, so they are used appropriately in sentences.

11. Have students complete Student Worksheet VI-6.

TEACHER RESOURCES

VI-6-Songs

(to the tune of: "Did You Ever See a Lassie?")

Have You Ever Eaten

Have you ever eaten a fruit (kind of food),
A fruit, a fruit?
Have you ever eaten a fruit
That was so (good/bad)?
So yellow (color), so soft (texture),
So quiet (sound), so sweet (taste)?
Have you ever eaten a fruit
That was so (good/bad)?

Student Worksheet VI-6

DIRECTIONS: Fill in the correct form of the verb in the blank space.

EAT 1. John has ____________________ a pear.

DRINK 2. Mary has ____________________ some lemonade.

MAKE 3. Mother has ____________________ some cupcakes.

BUY 4. Dad has ____________________ some meat.

TASTE 5. I have ____________________ some corn.

COOK 6. Aunt Susan has ____________________ some chicken.

Name ____

SW VI-6

TEACHER RESOURCES

VI-6-Books

Carle, Eric. The Very Hungry Caterpillar. Ohio: William Collins and World Publishing Co.
  Past tense; food.

VI-6-Games

Wagner, Hosier and Blackman. Language Games. New York: Macmillan Co., Inc. 1973. "Verb Helpers," Game 106, p. 81.

Verb Tense Board. Niles, IL: Developmental Learning Materials, 1976.
  General classification of verb tenses; similarities and differences.

VI-6-Chants

The Hot Dog Song

Have you ever had a hot dog with mustard and mayonnaise?
Have you ever had a hot dog with pepper and salt?
With mustard and mayonnaise
and catsup and pickles.
Have you ever had a hot dog with pepper and salt?

With mustard and mayonnaise
and lettuce and onions
and mustard and mayonnaise
and catsup and pickles
and mustard and mayonnaise
and lettuce and onions
and mustard and mayonnaise
and pepper and salt.

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979, p.11.
  Present perfect tense; count and mass nouns for food.

ACTIVITY VI-7

Cognitive Skill: Similarities and differences; memory

Linguistic Item: Antonyms

Concept: Restaurant

Materials:

- picture of a married couple or two puppets
- a picture of a restaurant
- Student Worksheet VI-7

PROCEDURES

1. Show the picture of a restaurant. Allow students to tell what they know about restaurants.

2. Introduce the couple: display the picture or puppets. Name them Mr. and Mrs. Disagree.

3. Tell the students that no matter what one of them says, the other always says the opposite.

4. Then tell the students that one day Mr. and Mrs. Disagree went to a restaurant and, as usual, they said exactly the opposite about everything. This is how the conversation went:

Mr. Disagree	Mrs. Disagree
I don't like this restaurant.	
The tables are too small.	No, they're too big.
The chairs are too soft.	No, they're too hard.
The door is too narrow.	No, it's too wide.
The ceiling is too low.	No, it's too high.
The room is too hot.	No, it's too cold.
The service is too fast.	No, it's too slow.
The restaurant is too noisy.	No, it's too quiet.
Well, it's time to go home and relax.	No, it's time to go home and work.

5. Go over the conversation with the students and ask them to listen for opposites. For instance, review the entire conversation but leave off the final word, which is the antonym.

6. List the antonyms on the chalkboard.

7. Let the students pretend that they are Mr. and Mrs. Disagree. Guide a conversation using the antonyms.

8. Have students match antonyms on the Student Worksheet VI-7.

TEACHER RESOURCES

VI-7-Books

Charles, Donald. Calico Cat at the Zoo. Chicago: Children's Press, 1981.
Antonyms.

Fisher, Aileen. "You Don't Look Like Your Mother," Said the Robin to the Fawn. Glendale, CA: Bowmar/Noble Publishers, Inc., 1973.
Similarities and differences.

Haban, Lana. Push - Pull, Empty - Full. New York: MacMillan Publishing Co., Inc., 1972.
Antonyms.

Invitations to Story Time Program. Glenview, IL: Scott, Foresman and Co.
Antonyms.

The Three Bears. New York: Golden Press, 1948.
Antonyms.

VI-7-Duplicating Masters

We Match Opposites Duplicating Masters. Paoli, PA.: The Instructo Corp., No. 2011, 1971.

VI-7-Games

What's the Opposite? Lift-Up Puzzle. Elgin, IL: The Child's World, 1972.
Antonyms.

VI-7-Fingerplays

Peas Porridge

Peas porridge hot,
(Clap hands in rhythm.)
Peas porridge cold,
Peas porridge in the pot,
(Cup two hands to make pot.)
Nine days old.
Some like it hot,
(Cup one hand; dip other
index finger into "bowl" and up to
mouth as if eating.)
Some like it cold,
Some like it in the pot,
(Cup two hands again.)
Nine days old.

Grayson, Marion F. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, Inc., 1969, p. 88.

TEACHER RESOURCES

VI-7-Songs

High and Low

Chorus: My hands are high,
My hands are low.
My hands are high,
My hands are low.

1. I raise my hands, oh so high!
I bring them down and now they're low.
I raise my hands, oh so high!
I bring them down and now they're low.

(Chorus)

2. My hand is an airplane flying high.
The plane flies down and now it's low.
The plane flies up and now it's high.
The plane flies down and now it's low.

(Chorus)

3. My hand is a bird flying high.
The bird flies down and now he's low.
The bird flies up and now he's high.
The bird flies down and now he's low.

(Chorus)

Palmer, Hap. Learning Basic Skills Through Music Vocabulary (tape).
Freeport, NY: Educational Activities, 1969.

Vocabulary: high, low, up, down

Setting: Children standing in a line, circle, or "scattered." Each child should have enough room to move comfortably.

Action: The children move their hands as the lyrics suggest. They use both hands in the first verse and chorus, and one hand in the second and third verses. In the second verse, they pretend one hand is an airplane, and in the third verse, they wiggle one hand to pantomime a bird in flight.

TEACHER RESOURCES

VI-7-Songs

Listen and Do

1. Can you walk forward?
Can you walk backward?
Can you walk forward?
Can you walk backward?

Chorus:
Listen and do, listen and do,
Can you listen and do?
Can you listen and do?

2. Can you make yourself short?
Can you make yourself tall?
Can you make yourself short?
Can you make yourself tall?

(Chorus)

3. Can you spread your feet apart?
Can you bring them close together?
Can you spread your feet apart?
Can you bring them close together?

4. Can you clap your hands loudly?
Can you clap your hands softly?
Can you clap your hands loudly?
Can you clap your hands softly?

(Chorus)

5. Can you show me a square?
Can you show me a circle?
Can you show me a square?
Can you show me a circle?

6. Can you stand inside the square?
Can you stand outside the square?
Can you stand inside the circle?
Can you stand outside the circle?

(Chorus)

Palmer. Learning.

Vocabulary: forward-backward, apart-together, square-circle, short-tall, loudly-softly, inside-outside

Setting: The children are divided into groups of four or five. They are standing side by side in a line or circle. The outline of a square and a circle should be placed in front of each group. These may be drawn on large pieces of paper, or with chalk on the floor.

Action: The children listen and respond to the challenges they hear in the song.

Student Worksheet VI-7

DIRECTIONS: Match the antonyms by drawing a line.

SMALL

NARROW

HOT

NOISY

RELAX

SOFT

LOW

FAST

WORK

QUIET

SLOW

COLD

HIGH

WIDE

HARD

BIG

Name ______________________________

ACTIVITY VI-8

Cognitive Skill: Similarities and differences

Linguistic Item: Synonyms

Concept: Restaurant

Materials:

- . picture of a married couple or two puppets
- . a picture of a restaurant
- . Student Worksheet VI-8

PROCEDURES

Note: With very young students, the number of items introduced should be reduced in order to allow for the maturity level and memory retention skills of the learners.

1. Show the picture of a restaurant. Discuss students' experiences.
2. Introduce the couple: display the picture or puppets. Name them Mr. and Mrs. Agree.
3. Explain that they agree on everything, but they don't always use the same words.
4. Present this conversation:

Mr. Agree	Mrs. Agree
	What did you think of the restaurant?
The restaurant was very big.	Yes, it was very large.
It was very noisy.	Yes, it was very loud.
The plate was very small.	Yes, it was very tiny.
The service was very fast.	Yes, it was very quick.
The waiter was very helpful.	Yes, he was very kind.
But the floor was very dirty.	Yes, it was very grimy.
That little boy was very naughty.	Yes, he was very bad.
Well, it's time to go home and rest.	Yes, it's time to go home and relax.

5. Go over the conversation with the students. Have them listen for synonyms. List these in pairs on the chalkboard.
6. Have the students use puppets and practice or role-play a similar conversation using the synonyms listed on the chalkboard.
7. Have students match synonyms on Student Worksheet VI-8.

TEACHER RESOURCES

VI-8-Books

Tester, Slyvia Root. The Loud, Noisy, Dirty, Grimy, Bad and Naughty Twins. Elgin, IL: Children's Press, 1977.
Synonyms.

VI-8-Games

Reading Lotto. Princeton, NJ: Creative Playthings, 1968.
Similarities.

Perception (Mark-on, Wipe-off). Springfield, MA: Milton Bradley Corp., 1976.
Similarities and differences.

Student Worksheet VI-8

DIRECTIONS: Match the synonyms by drawing a line.

DIRTY
NAUGHTY
REST
BIG
NOISY
SMALL
FAST
HELPFUL

LARGE
TINY
KIND
BAD
RELAX
GRIMY
QUICK
LOUD

Name ____

ACTIVITY VI-9

Cognitive Skill: Similarities and differences

Linguistic Item: a/an

Concept: Food

Materials:

- pictures of foods (a banana, an apple, an orange, etc.)
- a pocket chart
- Student Worksheet VI-9

PROCEDURES

Note: With very young students, the number of items introduced should be reduced in order to allow for the maturity level and memory retention skills of the learners.

1. Show a picture of a banana.
2. Say: "This is a banana."
3. Show pictures of other foods that use the article "a" (pear, peach, carrot, cupcake, etc.). Identify each item and place all on one side of the pocket chart.
4. Show a picture of an apple.
5. Say: "This is an apple."
6. Show other pictures of foods that require the article "an" (orange, ice cream cone, etc.). Identify each item and place all on the other side of the pocket chart.
7. Ask: "Why did I separate the groups of pictures?"
8. Lead students to discover the differences in the articles used.
9. Practice with other items: have students place the picture with the correct group.
10. Have students complete Student Worksheet VI-9.

Student Worksheet VI-9

DIRECTIONS: Circle the correct word.

1. I have (a - an) cookie.

2. Frank ate (a - an) ice cream cone.

3. There is (a - an) apple on the table.

4. Mary likes to eat (a - an) banana every day.

5. I want to have (a - an) cupcake for dessert.

6. Alice puts (a - an) orange in her lunchbox every day

7. (A - an) apricot looks like (a - an) peach.

8. (A - an) grapefruit is larger than (a - an) orange.

ACTIVITY VI-10

Cognitive Skill: Similarities and differences

Linguistic Item: a/an/the

Concept: Food

Materials:

- pictures of foods from Activity VI-9
- pocket chart
- Student Worksheet VI-10

PROCEDURES

1. Show the picture of a banana.
2. Review the use of "a/an."
3. Place the picture of the banana in pocket chart.
4. Say: "The banana is in the refrigerator."
5. Display a picture of an apple.
6. Students should identify the apple with the correct article: "That is an apple."
7. Place the picture of the apple in the pocket chart.
8. Say: "The apple is in the refrigerator."
9. Repeat for two or three other foods.
10. Say: "I changed the "a/an" to the word "the" in the second sentence. Can you tell me why?"
11. Lead students to discover that you use "the" when you are referring to something specific (i.e., something that was already identified).
12. Have students practice identifying foods and making sentences about that food; e.g., "This is an orange. The orange is on the table (in the refrigerator, in my hand, etc.)."
13. Have students complete Student Worksheet VI-10.

Student Worksheet VI-10

DIRECTIONS: Circle the correct word.

1. I have (an - the) banana.
2. There's (an - the) apple in the refrigerator.
3. Where did you put (a - the) pear?
4. Is there (an - the) orange in my lunch box?
5. John has an ice cream cone. (An - The) ice cream cone is melting.
6. Do you have (an - the) cookie for me?
7. Susan ate (an - the) peach that I gave her.
8. (An - The) melon I bought is rotten.

ACTIVITY VI-11

Cognitive Skill: Classifying; similarities and differences; memory

Linguistic Item: Quantitatives: a lot of, much, some, more, many, a few, a little, none, less, several

Concept: Food

Materials:

- display cards of different quantities of food (e.g., one banana, several bananas, etc.)

PROCEDURES

Note: With very young students, the number of items introduced should be reduced in order to allow for the maturity level and memory retention skills of the learners.

1. Review antonyms.

2. Separate the display cards into opposites, reinforcing antonyms.

3. MODEL

I ate a lot of meat.	I ate a little meat.
I ate much candy.	I ate a little candy.
I ate some vegetables.	I ate none.
I ate more ice cream than you.	I ate less ice cream than you.
I ate many cookies.	I ate a few cookies.
I ate several cookies.	

4. Explain that there are many words that can be used to describe an amount of food. List on the chalkboard:

A lot of food	A little food
much	a little
some	none
more	less
many	a few
several	a few

5. Point out that "a few" describes only foods you can count (e.g., eggs, apples, potatoes).

6. Use the display cards for a substitution drill, using the following structures:

I ate several cookies (crackers, apples, etc.).	I ate a few cookies (crackers, apples, etc.).

7. Continue with each opposite pair of quantitatives, reinforcing antonyms and the past tense.

TEACHER RESOURCES

VI-11-Books

Slobodkin, Florence and Louis. Too Many Mittens. New York: Vanguard Press, 1958.
Quantitatives.

VI-11-Pictures

Food...Your Choice, Level I, Teacher Materials. National Dairy Council, 1977. "Why Do Some People Eat More?" p. 51-52 and "How Much Do Others Eat?" p. 52.
Similarities and differences; quantitatives.

VI-11-Songs

Krear, Serafina and Johnson, Barry. Language, Games and Songs for Core English. Game 38, "Let's Eat." Lexington, MA: Ginn and Co., 1971.
Food; quantitatives.

What Would Your Like To Eat?

Hello, please have a seat.
What would you like to eat?

I think I'll have a steak
and then, for dessert, some cake.

Would you like it on a bun?
Medium? Rare? Perhaps
well done?

I'd like my steak well done,
served on a toasted bun.
I'd like some ketchup too.
I'll fix it just right for you.

With a baked potato, please,
lots of string beans, lots of cheese
and a salad would be nice, and bring me some water
with ice.

Kind, Uwe. Tune In To English. New York: Regents Publishing Co., 1980, p.50.

ACTIVITY VI-12

Cognitive Skill: Classifying

Linguistic Item: How much/many; review of quantitatives

Concept: Food

Materials:

- pictures of food (ice cream, butter, apples, pears, etc.)
- a pocket chart
- word cards labeled "much" and "many"

PROCEDURES

Note: With very young students, the number of items introduced should be reduced in order to allow for the maturity level and memory retention skills of the learners.

1. Have the students separate the pictures into count nouns (i.e., foods you can count by number) and mass nouns (foods you cannot quantify by numbers).

2. Example:

Mass Nouns	Count Nouns
pudding	apples
ice cream	carrots
jello	pears
butter	cupcakes

3. Place the pictures in a pocket chart or tape them onto the chalkboard under the words "much" (mass nouns) or "many" (count nouns).

4. Explain that when you ask a question about "how much/how many," you use "how much" for mass nouns and "how many" for count nouns. Use terms your students understand.

5. Do a substitution drill. Pretend the food is in a refrigerator. Use the pictures as visual cues.

6. Model: "How much (pudding) is in the refrigerator?"

7. Have students practice asking questions with the mass nouns.

8. Have the students reply, using quantitatives for mass nouns ("a lot, a little").

9. Point out that you use "is" in the question for a mass noun.

10. Model: "How many (apples) are in the refrigerator?"

11. Have students do a substitution drill with this question, using pictures as visual cues.

12. Encourage the students to answer, using quantitatives as numbers (several, a few, six, etc.).

13. Point out that you use "are" in the question for a count noun.

TEACHER RESOURCES

VI-12-Books

Booth, Eugene. On the Farm. Milwaukee: Raintree Children's Books, 1977. Similarities and differences; "how much/how many."

Booth, Eugene. Under the Ground. Milwaukee: Raintree Children's Books, 1977. "How much/how many."

Booth. Under the Ocean. Milwaukee: Raintree Children's Books, 1977. "How many."

VI-12-Songs

Where Did You Go?

(1,2) Where did you go?
What did you buy?
Where did you go yesterday?
What did you buy at the store?
We went to the store and we bought some food.
Who did you buy it for?
Where did you go the day before?
What did you buy at the store?
We went to the store and we bought some toys.
Who did you buy them for?
How much food did you get for your mother?
Not much. Just a little.
How many toys did you get for your brother?
Not many. Just a few.
Where did you go today?
What did you buy at the store?
We went to the store and we bought some clothes.
Who did you buy them for?

(Coda)

Where did you go yesterday?
What did you buy at the store?
Where did you go yesterday?
What did you buy at the store?

Barry Johnson

Krear, Serafina and Johnson, Barry. Language Games and Songs for Core English, Lexington, MA: Ginn and Co., 1971.

ACTIVITY VI-13

Cognitive Skill: Classifying

Linguistic Item: There is/there are; review of quantitatives

Concept: Food

Materials:

. pictures of food (ice cream, butter, apples, pears, etc.)
. a pocket chart

PROCEDURES

1. Review count and mass nouns by separating the pictures and placing count noun pictures on one side of the pocket chart, mass nouns on the other.

2. Say: "Pretend the food is in a refrigerator. Let's check to see if we need to buy more food by looking to see how much we already have." (Focus on the mass nouns.)

   MODEL AND ELICIT:

3. Do we need (ice cream)?
   No, there is a lot of (ice cream) in the refrigerator.

4. Ask if we need (pudding, butter, cheese, etc.) and have the students answer, using the model sentence.

5. Then focus on the count noun pictures.

   MODEL AND ELICIT:

   "Do we need (apples)?
   "No, there are several (apples) in the refrigerator.

6. Continue, substituting the various count nouns in the questions and having the students answer appropriately.

TEACHER RESOURCES

VI-13-Books

Charles, Donald. Time to Rhyme With Calico Cat. Chicago: Children's Press, 1978.
"There is."

VI-13-Songs

Kind, Uwe. Tune In To English. New York: Regents Publishing Co., 1980.
Song: "There's a Little Grocery Store Right Across the Street," p. 6.
"There is;" classification.

ACTIVITY VI-14

Cognitive Skill: Classifying

Linguistic Item: Questions and answers using how much/many; there is/are; quantitatives (review)

Concept: Food

Materials:

- pictures of count and mass nouns (apples, oranges, pudding, cheese, etc.)
- a grab bag
- Student Worksheet VI-14

PROCEDURES

1. Play a grab bag game. Place all the pictures in a grab bag (the "refrigerator").
2. Have one student choose a picture from the bag.
3. That student must ask a question about the picture using "how much" or "how many."
4. Example: The student takes the picture of oranges. Elicit: "How many oranges are in the refrigerator?"
5. Another student is choosen to answer a question with "there is" or there are" and a appropriate quantitative .
6. Model: "There are a few (oranges) in the refrigerator."
7. Give each student a point for using "how much/many" and "there is/are" correctly.
8. The student with the most points wins.
9. Have the students complete Student Worksheet VI-14.

Student Worksheet VI-14

A. DIRECTIONS: Fill in the blank space with much or many.

1. How ______________________ cookies are in the box?
2. How ______________________ ice cream is left?
3. How ______________________ soup is in the pot?
4. How ______________________ cupcakes are on the dish?
5. How ______________________ milk is in the bottle?
6. How ______________________ cherries are in the bowl?

B. DIRECTIONS: Fill in the blank space with is or are.

1. There ______________________ twelve cookies in the box.
2. There ______________________ a little ice cream left.
3. There ______________________ a lot of soup in the pot.
4. There ______________________ several cupcakes on the dish.
5. There ______________________ a little milk in the bottle.
6. There ______________________ a few cherries in the bowl.

Name ____

ACTIVITY VI-15

Cognitive Skill: Classifying

Linguistic Item: There is/are, interrogative and negative forms

Concept: Food

Materials:

- pictures of count and mass nouns (apples, oranges, pudding, cheese, etc.)
- a pocket chart
- two puppets (a girl named Ann and a boy named Tommy)
- Student Worksheet VI-15

PROCEDURES

1. Have students place all count noun pictures in the pocket chart.
2. Have students name what is in the "refrigerator" (grab bag).
3. Introduce the puppets named Ann and Tommy.
4. Have one of the puppets (Ann) remove a picture from the refrigerator and pretend to eat it (e.g., apples).
5. Model this dialogue between the two puppets:

   Tommy: I'm hungry. Are there (apples) in the refrigerator?
   Ann: No, there aren't. I ate them.

6. Have students repeat the dialogue.
7. Choose one student to take Ann's part; the teacher takes Tommy's part.
8. Practice the dialogue with several students.
9. Choose another student to take Tommy's part.
10. Have the two students practice the dialogue.
11. Alternate the puppets so that Ann has a turn asking the question and Tommy has a turn answering it.
12. Follow the same procedure for mass nouns, using this dialogue and alternating the girl and boy puppets:

    Ann: I'm hungry. Is there (pudding) in the refrigerator?
    Tommy: No, there isn't. I ate it.

13. Have the students complete the Student Worksheet VI-15.

Student Worksheet VI-15

A. DIRECTIONS: Fill in the blank space with Is or Are.

1. ____________________ there apples in the refrigerator?
2. ____________________ there an orange in my lunchbox?
3. ____________________ there a grapefruit in the refrigerator?
4. ____________________ there tomatoes in the salad?
5. ____________________ there milk for the cereal?
6. ____________________ there peanuts in the jar?

B. DIRECTIONS: Fill in the blank space with isn't or aren't.

1. No, there ____________________ apples in the refrigerator.
2. No, there ____________________ an orange in your lunchbox.
3. No, there ____________________ a grapefruit in the refrigerator.
4. No, there ____________________ tomatoes in the salad.
5. No, there ____________________ milk for the cereal.
6. No, there ____________________ peanuts in the jar.

Name ____

ACTIVITY VI-16

Cognitive Skill: Classifying; similarities and differences; memory

Linguistic Item: Review of how much/many; there is/are, affirmative, negative, and interrogative forms; quantitatives; antonyms

Concept: Food and restaurant

Materials:

- pictures of food (soup, crackers, hot dogs)
- pictures of a restaurant, waiter, waitress
- Student Worksheet VI-16 (optional)

PROCEDURES

Note: With very young students, the number of items used should be reduced in order to allow for the maturity level and memory retention skills of the learners.

1. Show the pictures of a restaurant, a waiter, and a waitress. Identify each one.

2. Ask students if they ever ate in a restaurant. Discuss their experiences.

3. Display the food pictures and review their names.

4. Say: "Pretend you and a friend are in a restaurant. One of you is very hungry and the other is not. Pretend to order food, but first ask the waiter or waitress what is available."

5. Model the following dialogue:

   Tommy: Is there any soup?
   Waitress: Yes, there is. How much soup do you want?
   Tommy: I'm very hungry. I want a lot of soup and many crackers.
   Ann: I'm not very hungry. I'll have a little soup and a few crackers.
   Tommy: Are there any hamburgers?
   Waitress: No, there aren't.
   Tommy: Are there any hot dogs?
   Waitress: Yes, there are. How many do you want?
   Tommy: I'm very hungry. I'll have several hot dogs.
   Ann: I'm not very hungry. I'll have only a few hot dogs.

6. Have the students role-play the dialogue.

7. For students who can read, have them complete Student Worksheet VI-16. It is a conversation similar to the above, but with the underlined parts left blank.

VI-16-Songs

TEACHER RESOURCES

All On The Table Before You

Chorus:

See on the table before you
A plate, a glass, a knife, fork and spoon,
A cup and a saucer, a bowl and a napkin,
All on the table before you.

1. Point to the plate.
   Point to the glass.
   Point to the knife and
   Point to the napkin.

2. Point to the cup.
   Point to the bowl.
   Point to the fork and
   Point to the spoon.

3. Pick up the plate.
   Put the plate down.
   Pick up the knife and
   Pick up the spoon.

4. Put the knife down.
   Put the spoon down.
   Pick up the fork and
   Pick up the glass.

5. Put the glass down.
   Put the fork down.
   Pick up the bowl and
   Pick up the napkin.

6. Put the napkin down.
   Put the bowl down.
   Pick up the cup and saucer
   And put them both down.
   (Chorus)

Vocabulary: plate, glass, knife, napkin, cup, bowl, fork, spoon, and saucer

Materials: a table, chair and the items listed above for each child participating in the song

Action: The children begin by setting the table in front of them. The teacher then puts the tape on and the children perform the actions indicated in the song.

Palmer, Hap. Learning Basic Skills Through Music Vocabulary (tape). Freeport, NY: Educational Activities, 1969.

VI-16-Filmstrips

Ward, Elaine M. "Lunch with Arnie" from Complete Story Tree Book/Filmstrip Series. Texas: DLM, 1981.
Table manners.

Student Worksheet VI-16

DIRECTIONS: Complete the following conversation:

Tommy: __________ __________ any juice?

Waitress: Yes, __________ __________. __________ __________ juice do you want?

Tommy: I'm very thirsty. I want __________ __________ __________ juice
and __________ crackers.

Ann: I'm not very thirsty. I'll have __________ __________ __________
and __________ __________.

Tommy: __________ __________ any sandwiches?

Waitress: No, __________ __________.

Tommy: __________ __________ any hamburgers?

Waitress: Yes, ____ ____ __________. __________ __________ do you want?

Tommy: I'm very hungry. I'll have __________ hamburgers.

Ann: I'm not very hungry. I'll have only ____ ________ hamburgers.

Name ____

SW VI-16

Goal VII

LINGUISTIC STRUCTURES

1.1 Going to

MODEL I am going to take the bus to the zoo.
She is not going to take the bus to the zoo.
Are they going to take the bus to the zoo?
You are not going to take the bus, are you?
You are going to take the bus, aren't you?

1.2 The past tense of more irregular verbs

MODEL Charlie went to the zoo.
He brought his sister Shirley, too.
They ate popcorn at the zoo.
They saw many animals there.

1.3 Contrast pronunciation of the past tense endings of regular verbs

/t/ ending sound:

MODEL Shirley and Charlie walked a lot.
They looked for the monkeys.
They talked to the zoo keepers.
The zoo keepers worked hard in the cages.

/d/ ending sound:

MODEL These men cleaned the cages.
They closed the doors tightly.
They enjoyed their work.
Charley called to Shirley to leave.
Pamela stayed in front of the lions' cage.

/id/ ending sound:

MODEL Shirley pretended that she did not hear Charlie.
Charlie repeated her name again and again.
He counted to ten.
He started to yell at Shirley.
Charlie wanted to go home.

1.4 Adverbs of time, manner, and frequency and their placement

adverbs of time:

MODEL Yesterday we went to the zoo.
First we took the train, then we waited for Maria in front of the zoo.
Maria arrived late.

adverbs of manner:

MODEL The animals were playing happily in the cages.
We walked quickly from cage to cage, but Maria moved slowly.

Adverbs of frequency:

MODEL Maria is always slow. She can never hurry up.

1.5 How questions about transportation, emotions, and manner

MODEL How did you go to the zoo? (transportation)
How did you feel when you heard the lion roar? (emotions)
How did the lions roar? (manner)

ACTIVITY VII-1

Cognitive Skill: Can identify sounds (letters)

Linguistic Item: Going to

Concept: Zoo

Materials:

- pictures of animals found in the zoo
- a large picture of the entrance to the zoo
- a pocket chart
- song: "We Are Going to the Zoo" (Teacher Resources VII-1-Songs)
- Student Worksheet VII-1

PROCEDURES

1. Display the large picture of the entrance to the zoo. Ask the students if they know this place and what they expect to see there.

2. After they tell you the names of the animals they know, tell the students: "We are going to pretend (make believe) we are all going to the zoo. We are going to see a lot of animals there." Show class pictures of the various animals found at the zoo. Be sure the students can name them.

3. Students should be able to identify the initial and final sounds of the names of the animals. Have them select one of the animals displayed in the pocket chart. If, for example, the animal selected is a bear:

   MODEL Bear begins with a /b/ sound and ends with an /r/ sound.

   Continue with other animals:

   MODEL Tiger begins with a /t/ sound and ends with an /r/ sound.
   Lion begins with and /l/ sound and ends with an /n/ sound.

   Continue with the names of all the animals. Return pictures to the pocket chart.

4. Next have the students select their favorite animal. Ask one of them to go to the pocket chart and choose his or her favorite zoo animal.
   Elicit: "I am going to see the (monkeys) at the zoo."
   Say: "You are going to see the monkeys at the zoo."
   Elicit from class: "(He/She) is going to see the monkeys at the zoo."

Continue with other children in class:

5. MODEL (Peter) is going to see the monkeys.
   (Ann) is going to see the seals.
   We are going to see the bears.
   They are going to see the lions.

6. Have each student show his or her animal card to the class.* Then collect the cards and ask one of the students to distribute the animal pictures in the correct order to the children who chose them. (This is a fine exercise in memory strategies.)

   *In some cases duplicates will be needed, because some students will choose the same animal.

7. To reinforce the "going to" pattern, use the song, "We Are Going to the Zoo" to the tune of "A-Hunting We Will Go." (See Teacher Resource VII-1-Song.)

8. Have class do Student Worksheet VII-1.

TEACHER RESOURCES

VII-1-Books

Frost, Marie. Whispering Sounds. Elgin, IL: David C. Cook Publishing Co.

Gallup, Sandra. Bell Sounds. Elgin, IL: David C. Cook Publishing Co.

Read selections from these books and ask questions that focus on listening discrimination skills.

Jacobsen, Karen. Zoos. Elgin, IL: The Child's World, 1982.

VII-1-Records

Come Find Me Album. Madison, NJ: Gateway Records.
The song, "We Are Going to the Zoo" reinforces the concept of the zoo and the linguistic item "going to."

TEACHER RESOURCES

VII-1-Songs

We Are Going to the Zoo
(to the tune of "A-Hunting We Will Go")

We're going to visit the zoo.
We're going to visit the zoo.
We're going to see a big brown bear,
And then we're going home.

Substitute: a huge grey elephant/a large brown hippo
a black and white zebra/a jumping kangaroo
a mean old rhino/a green-eyed tiger
a fast yellow lion/a tall giraffe
some noisy monkeys/some friendly seals

Also teacher may do a pronoun substitution drill with this song.

Come Find Me Album. Madison, NJ: Gateway Records.

VII-1-Picture Books

Singer, Arthur. Wild Animals from Alligator to Zebra. New York: Random House, Inc. 1943.
Animals and their babies.

VII-1-Games

English Around the World, Book I, Teacher's Guidebook. Glenview, IL: Scott, Foresman & Co.
In the "Riddles Games," p. 119, students make up riddles for a guessing game.

VII-1-Pictures

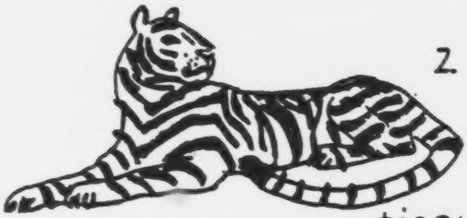
The Vocabulary Builder. No. 25: Animals -B. Skokie, IL: National Textbook Co.

Introducing English. Boston: Houghton Mifflin Co., 1970.
Lesson 11 is about animals in cages; lesson 24 shows circus scenes.

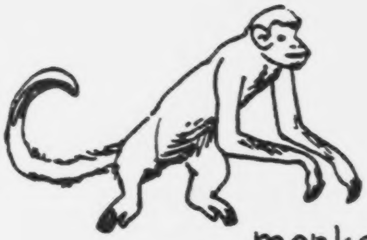
Student Worksheet VII-1

We Are Going to the Zoo

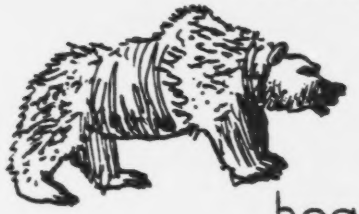
1. The class is going to the zoo.


tiger

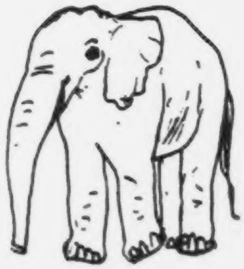
2. I ____ ____ ____ see the ________ at the zoo.


monkey

3. He ____ ____ ____ see the ________ at the zoo.


bear

4. She ____ ____ ____ see the ________ at the zoo.

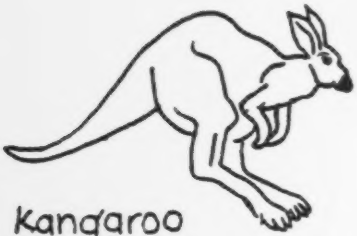

elephant

5. We ____ ____ ____ see the ________ at the zoo

Name ________________________________

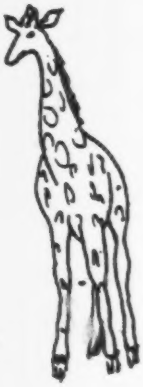
SW VII-1 (p. 1 of 2)

Student Worksheet VII-1 (cont'd)



kangaroo

6. You ____ ____ ____ see
the ________ at the
zoo.



giraffe

7. They ____ ____ ____
see the ________
at the zoo.

Name ______________________________

ACTIVITY VII-2

Cognitive Skill: Can identify sounds

Linguistic Item: Going to; rhyming words

Concept: Zoo

Materials:

- poem: "Who Is at the Zoo?" (Teacher Resource VII-2-Poem)
- pictures of the animals named in the poem: elephant, polar bear, fox, kangaroo, camel, giraffe, lion, gnu, hippopotamus, seal, and monkey
- pocket chart
- Student Worksheet VII-2

PROCEDURES

1. Display the pictures of the animals cited in the poem in a pocket chart.

2. Have the students name the animals.

3. Tell the students that they are going to review the names of some of the animals they are going to see at the zoo.

4. Read and have the students repeat the poem, "Who Is at the Zoo?" (See Teacher Resource VII-2-Poem.) (The poem can be written on the chalkboard, experience chart, or any large chart paper.)

5. After many repetitions, the students should be able to recite the poem. As the poem is being recited, the teacher will take the animal pictures from the pocket chart and hold them up for the class to view. Then have one of the students hold up the pictures as the class recites the poem.

6. Ask each student to tell you and the class which animal he or she is going to visit at the zoo. Ask: "Is it going to be the elephant or is it going to be the polar bear? Is it going to be the kangaroo or is it going to be the fox?" Continue with this type of questioning until all of the animals in the poem have been named.

7. Distribute poem to students (Student Worksheet VII-2).

8. Looking at the poem, ask the students which words sound alike. Have them select the rhyming words.

   ELICIT zoo and kangaroo/zoo and gnu
   zoo and two/zoo and too

   If students are unable to pick out rhyming words, repeat those lines from the poem and teache the rhyming words.

VII-2-Poems

TEACHER RESOURCES

The following animal verses are from Poems and Verses About Animals by Donald Bisset. San Francisco, CA: Chandler Publishing Co., 1967.

Lost in the Zoo

If I were lost
Inside the zoo,
I think that this
Is what I'd do.

I'd say, "Giraffe,
Please look around--
Your head is high
Above the ground--

Will you point out
To me the place
Where you can see
My mother's face?"

Animal Verses

He's bigger than me,
He's bigger than you.
Can you guess who?
The kangaroo.

The zebra is black
And he is white.
You can see him coming
Day or night.

The selections that follow are from Learning Time With Language Experiences by Rhonda W. Bacmeister.

The Tiger

There's a tiger in the zoo
In the zoo.
And his stripes run up and down
and sort of round and round,
His stripes are black and orange
In the zoo.

TEACHER RESOURCES

VII-2-Poems (cont'd)

The Tiger (con't)

The tiger's in a cage
In the zoo,
And the cage is big and stout,
So he never does come out,
And he has a dish of water
In the zoo!

When the tiger wants his dinner
In the zoo,
The keeper hears him roar,
And he opens up the door,
And he gives him meat to eat,
In the zoo.

Then the tiger has a grin on his chin
In the zoo.
And he whiffles with his nose,
And he washes off his toes,
And he jumps up on a shelf,
And goes to sleep,
In the zoo.

The Talking Tiger

If a tiger
Walks beside you
And he whispers: "Where are you going?"
Do not answer.
Just keep walking
Just keep walking, walking, walking.
And if he continues talking,
You keep walking.
Let him talk.
You just walk.
A talking tiger
Never bites.
A talking tiger
Never fights.
But if you find
That he's a bore,
Then go right home
And shut the door.

TEACHER RESOURCES

VII-2-Poems (cont'd)

Howard the Hippo

Howard the hippo
Lives in a zoo.
He has his own room,
But not much to do.
He hasn't a book, or a bike or a ball,
But a pool of his own
That he wants most of all.
Howard the hippo can float and can swim,
Though no one has given a lesson to him.
He stays under water for much of the day,
And Howard, the hippo, keeps happy that way!

At the Zoo

Giraffes are tall,
And their heads are high.
They stare at people
As they go by.

Tigers are long,
And painted with dyes.
They have soft whiskers
And yellow eyes.

Camels hump up
Where they should hump down.
Their tails are limp
And furry and brown.

The tall giraffe
Is going to laugh.

Lions and tigers are big wild cats.
They don't wear mittens
And they don't wear hats.

The monkey's hands are small.
And he has five fingers
Just like me.

VII-2-Games

English Around the World, Book I, Teacher's Guidebook. Glenview, IL: Scott, Foresman & Co.
"Rhyming Words Game," p. 149.

Teacher Resource VII-2-Chart

Who Is at the Zoo?

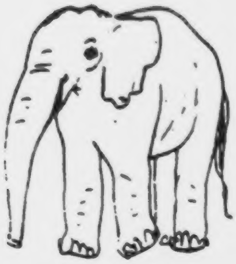
Who is at the zoo?
Who is at the zoo?
The elephant,
The polar bear,
The fox, the kangaroo!
Who is at the zoo?
Who is at the zoo?
The camel and
The tall giraffe,
The lion and the gnu!
Who is at the zoo?
Who is at the zoo?
The hippo seal,
And monkeys,
Who do a trick or two.
Who is at the zoo?
Who is at the zoo?
I wish, I wish,
I wish, I wish,
I wish I were there, too!

Bissett, Donald. Poems and Verses About Animals. Novato, CA: Chandler Publishers, Inc., 1967.

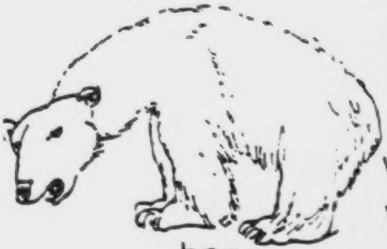
Student Worksheet VII-2

Who Is at the Zoo?

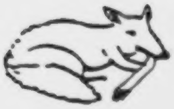
Who is at the zoo?
Who is at the zoo?
The elephant,
The polar bear,
The fox, the kangaroo!
Who is at the zoo?
Who is at the zoo?
The camel and
the tall giraffe,
The lion and the gnu!
Who is at the zoo?
Who is at the zoo?
The hippo, seal,
And monkeys,
Who do a trick or two.
Who is at the zoo?
Who is at the zoo?
I wish, I wish,
I wish, I wish,
I wish I were there, too!



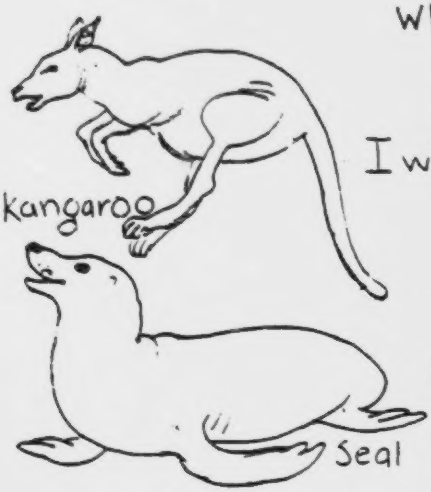
elephant



bear

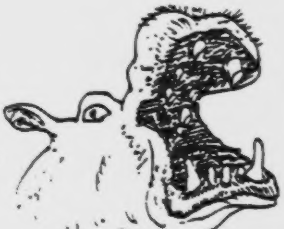


fox

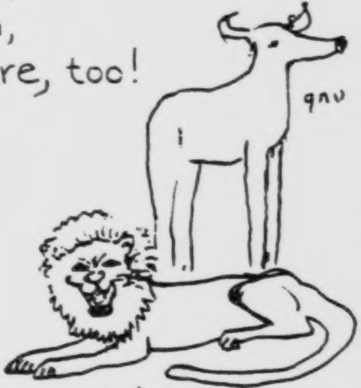


kangaroo

Seal

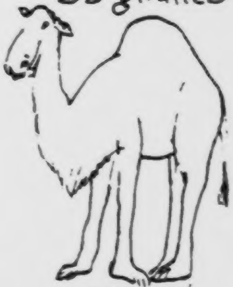


Hippo

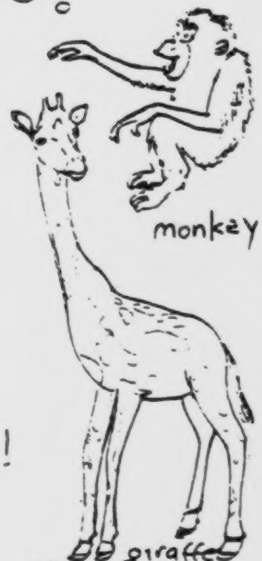


gnu

Lion



camel



monkey

giraffe

Name ______________________________

ACTIVITY VII-3

Cognitive Skill: Can identify sounds (rhyme)

Linguistic Item: Going to

Concept: Animals and their babies

Materials:

- pictures of animals and their young
- experience chart (Teacher Resource VII-3-Chart)
- Student Worksheet VII-3

PROCEDURES

1. Display pictures of the animals without their young. Say: "At the zoo we are going to see the zebra (pointing to that animal)." Continue with "bear," "tiger," "seal," "elephant," "lion," and "monkey."

2. Say: "Sometimes there are babies at the zoo. Are we going to see the babies, too?"
   MODEL Are we going to see a baby kangaroo?
   Yes, we are going to see a joey. I saw a joey yesterday.
   Are we going to see a baby lion, too?
   No, we aren't going to see any cubs.

4. Using rebus reading, make up an experience chart that looks like this:

   Are we going to see a baby (picture of a kangaroo)?
   Yes, we are going to see a joey. I saw a joey yesterday.

   Are we going to see a baby (picture of a bear)?
   Yes, we are going to see a cub. I saw a cub last week.

   Are we going to see a baby (picture of a lion), too?
   No, we aren't going to see cubs. They aren't there now.
   Baby lions and baby bears are both called cubs.

5. Pass out Student Worksheet VII-3. Have students review names of animals and their young by matching pictures on worksheet. Elicit: "The baby kangaroo is called a joey and goes with the mother kangaroo."

TEACHER RESOURCES

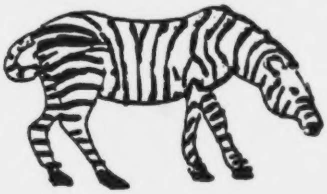
VII-3-Books

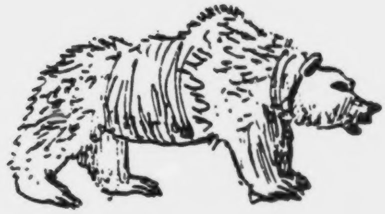
Ratzesberger, Anna. Animal Mothers and Babies. Chicago: Rand McNally and Co. Students may group zoo and farm animals.

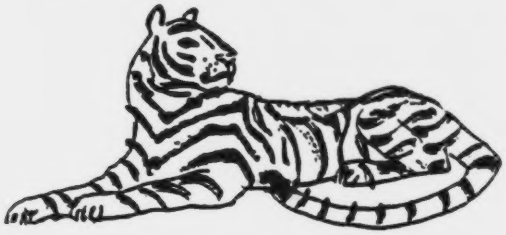
Teacher Resource VII-3-Chart

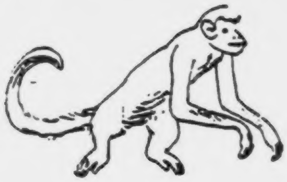
calf	camel, cattle, elephant, antelope, rhino, giraffe, hippo, whale
cub	lion, bear, shark, fox
drake	duck
fledgling	bird
foal	horse, zebra
goose	gosling
hen	chicken
joey	kangaroo
kid	goat
kit	fox, beaver, rabbit, cat
pup	dog, seal, sea lion, fox
swan	cygnet
whelp	dog, tiger

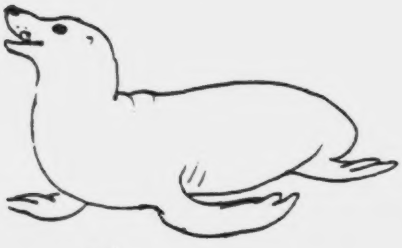
Student Worksheet VII-3

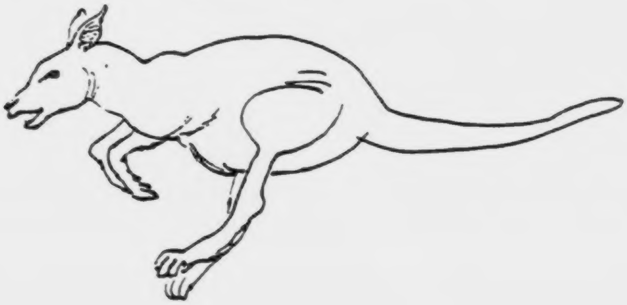


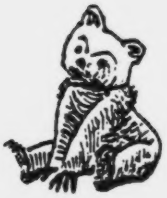


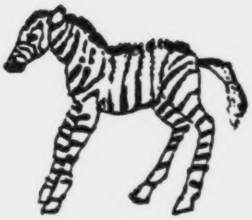


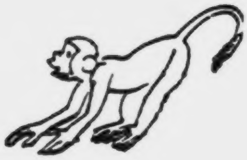


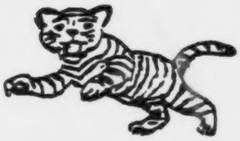


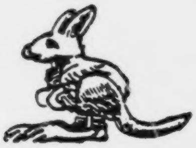


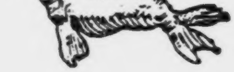












Name ______________________________

SW VII-3

ACTIVITY VII-4

Cognitive Skill: Can identify sounds (letters)

Linguistic Item: Going to

Concept: Animals and their babies

Materials:

. pictures of a monkey, zebra, tiger, lion, seal, fox, rhinoceros, and hippopotamus
. eight letter cards for each student--z, l, t, h, s, m, f, and r (See Teacher Resource VII-4-Cards; these can be duplicated on oaktag.)

PROCEDURES

1. Have students sit in a circle with the animal pictures placed upside down in the center.

2. Explain to students that everyone is going to get a set of letter cards. (It is good reinforcement to review the names of the letters and their sounds.)

3. Tell students that one of them is going to be a leader. The leader is going to turn the pictures of the animals over. The students, in turn, are going to hold up the letter card with which each animal's name begins. For instance, if the picture of a monkey is selected, the students are to hold up the letter "m."

   MODEL AND ELICIT What letter are you going to hold up?
   I am going to hold up the letter (m) because (monkey) begins with an (m).

4. Vary the situation and ask questions using the other pronouns, such as: "What card is he going to hold up?"

5. Change questions to elicit a negative response, e.g.: "Is he going to hold up the letter (b)?" " No, he isn't, because (monkey) does not begin with 'b'."

TEACHER RESOURCES

VII-4-Books

Moncure, Jane Belk. What Will It Be? Elgin, IL: The Child's World, Inc.
As teacher reads story, he or she may model and elicit: "A lamb is going to be a sheep. A tadpole is going to be a frog." Older students may develop lists of animals and their babies.

Teacher Resource VII-4-Cards

Z	l
t	h
s	m
f	r

ACTIVITY VII-5

Cognitive Skill: Can identify and imitate animal sounds

Linguistic Items: Going to

Concept: Zoo

Materials:

- recording of zoo animal sounds (See Teacher Resources VII-5-Records.)
- book: Gobble, Growl, and Grunt by Peter Spier (See Teacher Resources VII-5-Picture Books.)
- chart depicting animal sounds (Teacher Resource VII-5-Chart)
- posters or pictures depicting feelings

PROCEDURES

1. Play the recording of the animal sounds. Have students identify the animals.

2. Encourage students to imitate animal sounds. See chart made from Gobble, Growl, and Grunt by Peter Spier, and use this book to indicate these sounds. (See Teacher Resource VII-5-Chart.)

3. Students select an animal they wish to imitate. Other students in the class name the animal being imitated, using "going to."
Say: "Peter is going to imitate the sound a zoo animal makes. You are going to guess what animal it is." Continue with other students in the class. The one who guesses first is going to imitate the sound his or her favorite animal makes.

4. Say: "Peter, what are you going to do? Are you going to (grunt)?" Student who is "it" answers: "No, I'm not going to (grunt). I am going to (growl)!"

Variation: Just before a student makes an animal sound, teacher says: "Freeze!" Then ask class: "What sound is (he/she) going to make? Teacher has student who is "it" whisper the answer to the teacher. Then have students guess what sound the student is going to make.

TEACHER RESOURCES

VII-5-Books

Davis, Jane. Why Does the Tiger Have Stripes? Chicago: Children's Press, 1978.

Fisher, Dr. Lester E. Wild Babies. Chicago: Rand McNally and Co.

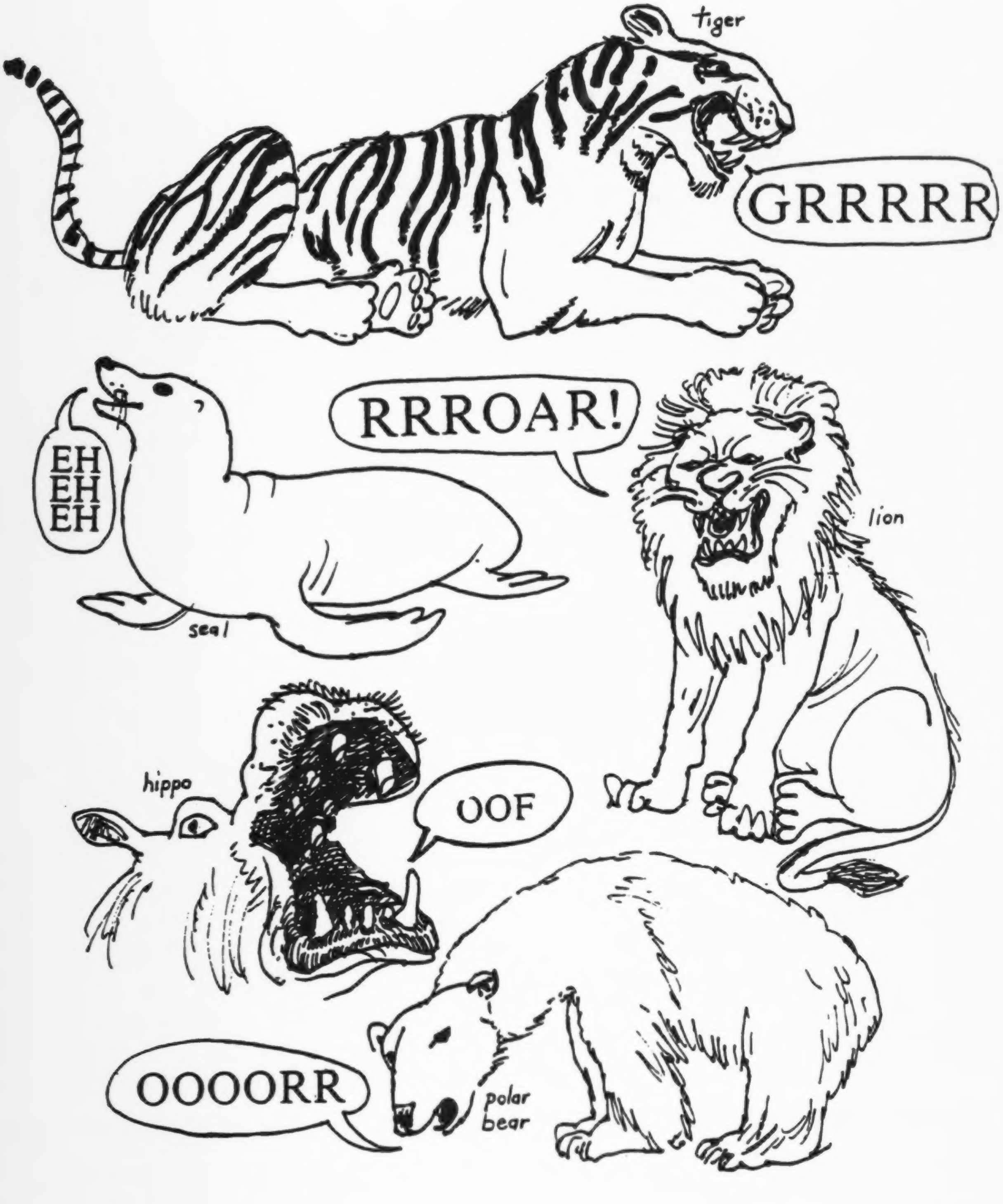
VII-5-Picture Books

Spier, Peter. Gobble, Growl and Grunt. New York: Doubleday and Co., Inc., 1972.

VII-5-Records

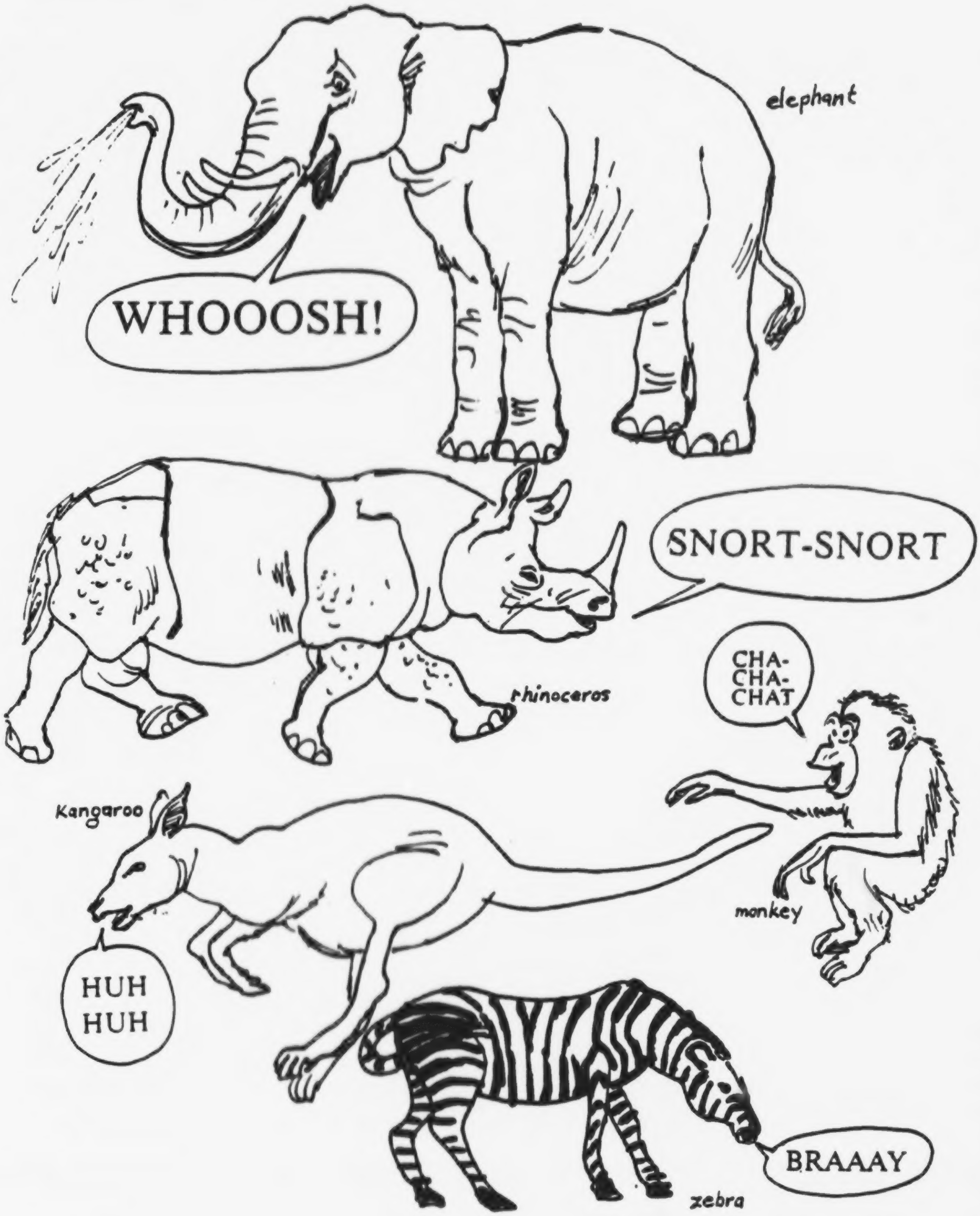
Animals of Africa: Sounds of Jungle, Plain and Bush. New York: Nonsuch Records, a division of Warner Communications, Inc.
This album contains the various sounds of zoo animals.

Teacher Resource VII-5-Chart


tiger
GRRRRR
EH
EH
EH
seal
RRROAR!
lion
hippo
OOF
OOOORR
polar bear

TR VII-5 (p. 1 of 2)

Teacher Resource VII-5-Chart (cont'd)


elephant
WHOOOSH!
SNORT-SNORT
rhinoceros
CHA-
CHA-
CHAT
Kangaroo
monkey
HUH
HUH
zebra
BRAAAY

TR VII-5 (p. 2 of 2)

ACTIVITY VII-6

Cognitive Skill: Can identify animal sounds

Linguistic Item: Going to; rhyming

Concept: Zoo

Materials:

- chart of animal sounds from Gobble, Growl and Grunt (See Teacher Resource VII-5-Chart.)
- poem: "Excuse Us, Animals in the Zoo" (Teacher Resource VII-6-Poem)

PROCEDURES

1. Display the chart indicating animal sounds. Review names of the animals and imitate the various sounds they make. Students repeat the sounds.

2. Do a drill using "going to make" + animal sound.

   MODEL AND ELICIT:
   What sound is the tiger going to make?
   (The tiger/It's) going to make a GRRRR sound.

   What sound is the zebra going to make?
   (The zebra/It's) going to make a BRAAAY sound.

3. Write the poem, "Excuse Us, Animals in the Zoo" on the chalkboard. For young children, just put the second part of the poem on the board and teach it line by line. If the students can read, use the "vanishing technique" to help them memorize the poem.

Teacher Resource VII-6 -Poem

Excuse Us, Animals In The Zoo

Excuse us, animals in the zoo.
I'm sure we're very rude to you.
Into your private house we stare
And never ask you if you care,
And never ask you if you mind.
Perhaps we really are not kind;
I think it must be hard to stay
And have folks looking in all day.
I wouldn't like my house that way.

Excuse us, animals in the zoo.
I'm sure we're very rude to you.
Suppose you all to our house came
And stared at us and called our name.
I hardly think we'd like it at all,
In a house that didn't have a wall.
No wonder you pace up and dowm the floor
And growl a little and even roar.
I'm sure if it were we, we'd growl much more!
Excuse us, animals in the zoo.
I'm sure we're very rude to you.

ACTIVITY VII-7

Cognitive Skill: Can identify vehicle sounds

Linguistic Item: Going to

Concept: Transportation; zoo

Materials:

- pictures of vehicles: car, horse, bus, train, airplane, helicopter, rowboat, ship, motorboat
- pocket chart
- book: Crash! Bang! Boom! by Peter Spier (See Teacher Resource VII-7-Chart.)
- chart depicting vehicle sounds

PROCEDURES

1. Display pictures of various vehicles in the pocket chart. Teach their names. Then, if one of the students knows all or most of the students' names, he or she may act as the teacher and ask the names of the vehicles.

2. Display chart of vehicle sounds. Reviews their names and the various sounds they make. (See Teacher Resource VII-7-Chart.)

3. Students repeat the sounds. Say: "Remember, we are going to go to the zoo. Here (pointing to the vehicles in the pocket chart) are some of the ways we can get there."

4. Pointing to the pictures, ask: "Are we going to go by horse? Are we going to go by train?"

5. Have students select the manner in which they would like to travel. Elicit: "I am going to go by (train)." or "I am not going by (boat)."

6. Ask: "What sound is the train going to make?" Elicit from one student: "It is going to make a 'choo-choo' sound." Other responses may be:
   Student: "I am going to go by horse."
   Teacher or class: "What sound is the horse going to make?"
   Student: "It's going to make a 'clip-clip' sound."
   Student: "Jimmy and I are going to go by helicopter."
   Teacher or class: "What sound is the helicopter going to make?"
   Student: "It's going to make a 'whoppah-whoppah-whoppah' sound."
   Continue with this until all the vehicles and their sounds have been named.

TEACHER RESOURCES

VII-7-Picture Books

Spier, Peter. Crash! Bang! Boom! New York: Doubleday and Co., Inc., 1971

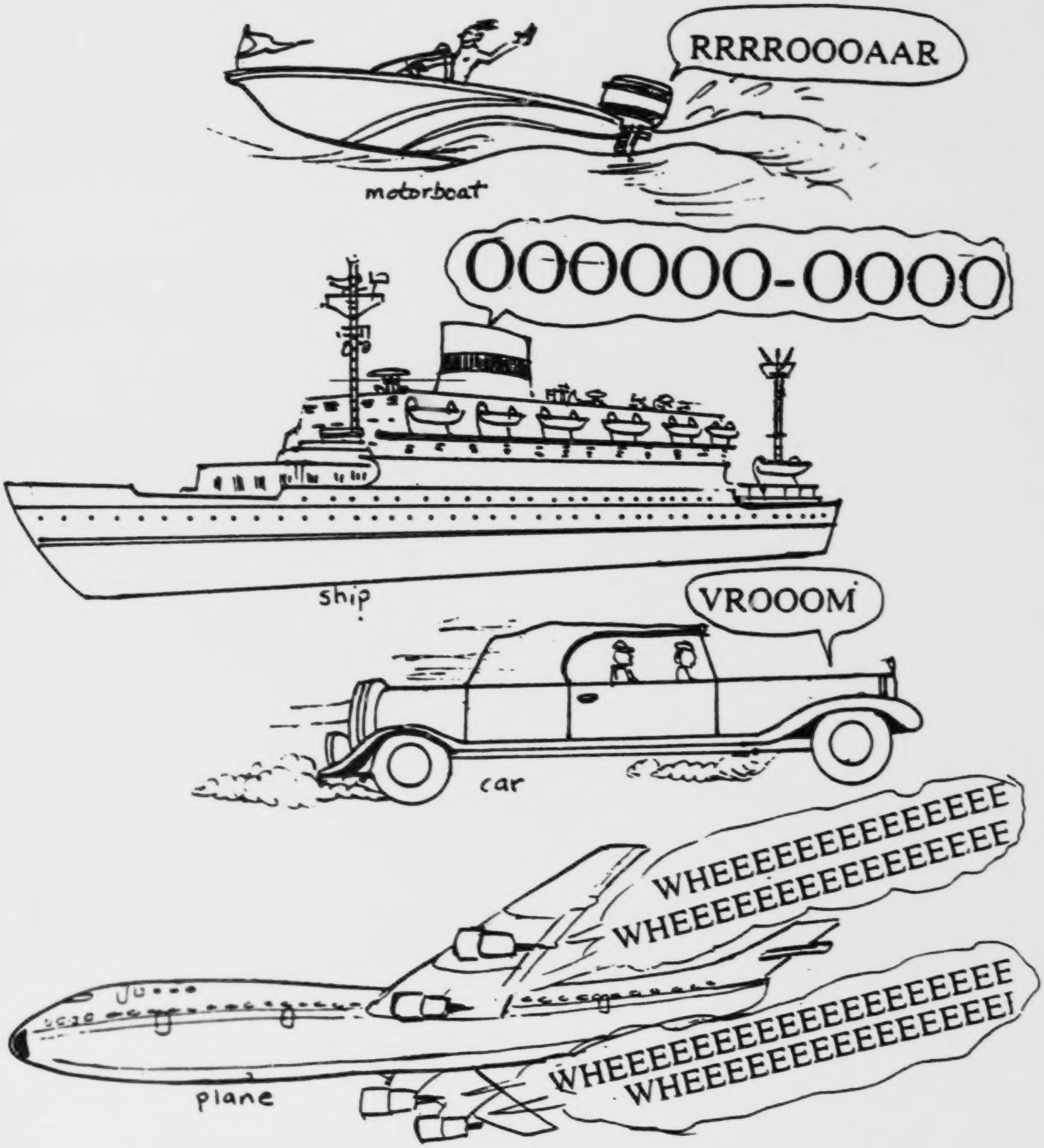
VII-7-Chants

Graham, Carolyn. Jazz Chants for Children. New York: Oxford University Press, 1979.
The jazz chant "Gus Always Takes the Bus" reviews the concept of transportation.

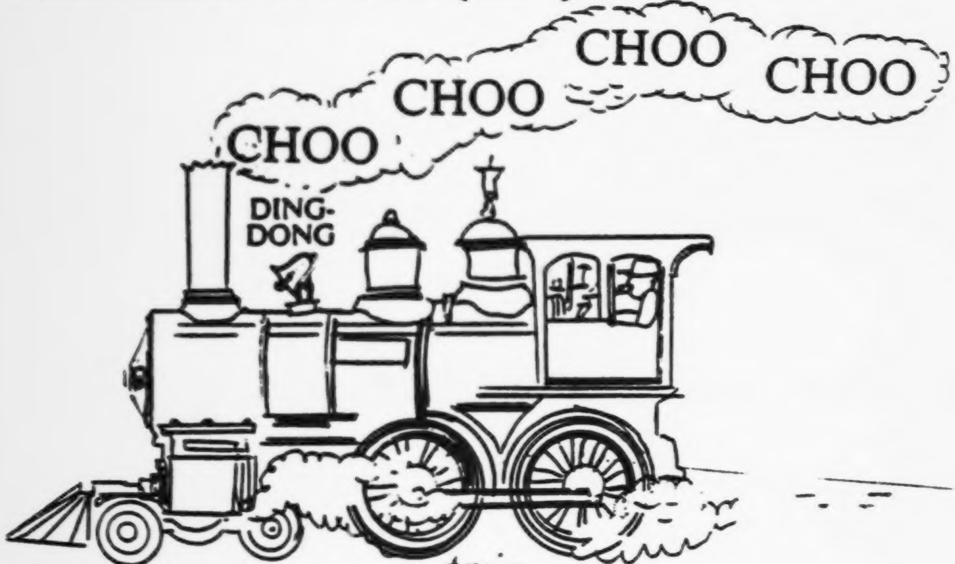
VII-7-Songs

English Around the World, Book I, Teacher's Guidebook. Glenview, IL: Scott, Foresman & Co.
The song "Old MacDonald Had a Farm," p. 135, emphasizes the concept of animals.

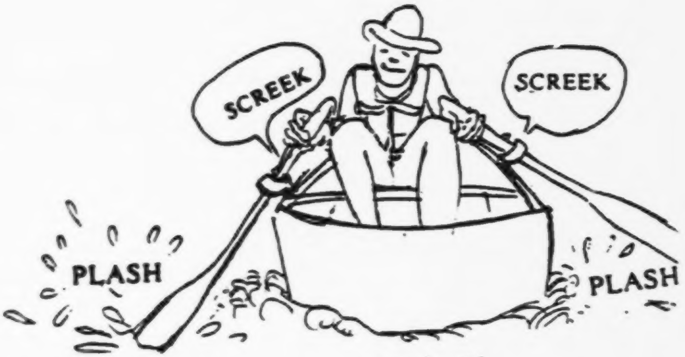
Teacher Resource VII-7-Chart


RRRROOOAAR
motorboat
OOOOOO-OOOO
ship
VROOOM
car
WHEEEEEEEEEEEEEEEE
WHEEEEEEEEEEEEEEEEEE
WHEEEEEEEEEEEEEEEEEEEEE
WHEEEEEEEEEEEEEEEEEEI
plane

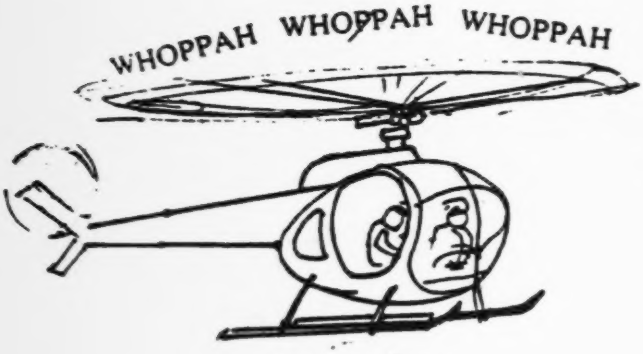
Teacher Resource VII-7-Chart (cont'd)


CHOO
CHOO
CHOO
CHOO
DING-DONG

train


SCREEK
SCREEK
PLASH
PLASH

rowboat


WHOPPAH WHOPPAH WHOPPAH

helicopter

TR VII-7 (p. 2 of 2)

ACTIVITY VII-8

Cognitive Skill:	Can identify sounds and traffic signs and symbols
Linguistic Item:	Past tense of irregular verbs: knew, rode, went, could, saw, came, drove, did; adverb slowly
Concept:	Safety; transportation

Materials:

- chart depicting various traffic signs (Teacher Resource VII-8-Chart.)
- book: Flip and Learn Flashbook: Signs and Symbols (See Teacher Resources VII-8-Book.)
- Student Worksheet VII-8
- paste

PROCEDURES

1. Write verbs on a chart for display:
    see - saw
    go - went
    know - knew
    ride - rode
    can - could
    drive - drove
    do - did
    come - came

2. Do a substitution drill using these verbs.Say:

3. Then say: "Let's talk about our trip to the zoo. We are going to make believe we went to the zoo by car. On the way to the zoo, we saw many signs and symbols that told us what to do." Point to the chart depicting these. Say: "Our driver had to follow the rules and obey these signs and symbols. He knew how to drive safely."

4. Say: "We must know what these signs and symbols mean to avoid danger." Take out Flip and Learn Flashbook; teach a maximum of five signs and symbols at a time.

5. Hold up Teacher Resource VII-8-Chart. Point to the SCHOOL sign.

MODEL AND ELICIT The driver saw this sign. What did he do?
He drove the car slowly.

Why did he drive slowly?
Because he saw the sign.

Point to the DO NOT ENTER sign.

MODEL AND ELICIT The driver saw this sign. What did he do?
He went the other way.

Point to the ONE WAY sign.

MODEL AND ELICIT The driver saw this sign. What did he do?
He followed the arrow.

Point to the SPEED LIMIT 25 sign.

MODEL AND ELICIT The driver saw this sign. What did he do?
He did not go faster than 25 miles per hour. He drove slowly.

Point to the green light symbol.

MODEL AND ELICIT The driver saw this symbol. What did he do?
The driver drove across the street. The green light means "go."

Point to the red light symbol.

MODEL AND ELICIT The driver saw this symbol. What did he do?
He stopped and waited. The red light means "stop."

6. Emphasize the need to know what these signs and symbols mean.

7. Have students do Student Worksheet VII-8 on signs and symbols. If students cannot read, read the descriptions and have students tell which symbol goes with each.

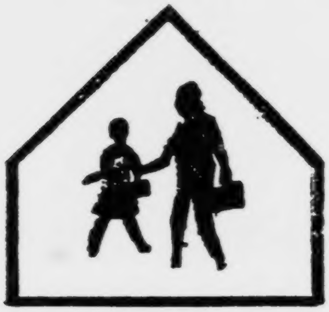
TEACHER RESOURCES

VII-8-Books

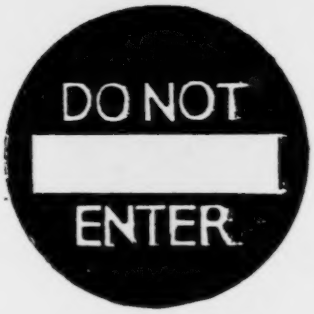
Flip and Learn Flashbook: Signs and Symbols. Springfield, MA: Milton Bradley Corp., 1979.

Teacher Resource VII-8-Chart

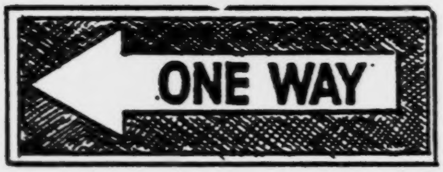
SCHOOL



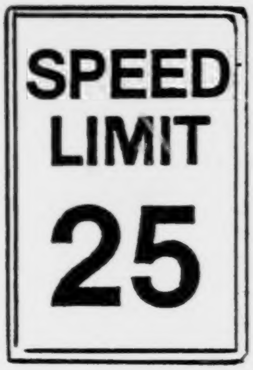
DO NOT ENTER


DO NOT
ENTER

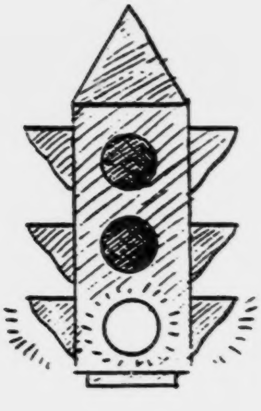
ONE WAY



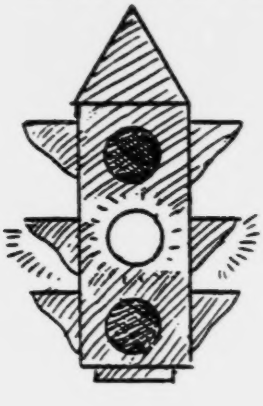
SPEED LIMIT


SPEED
LIMIT
25

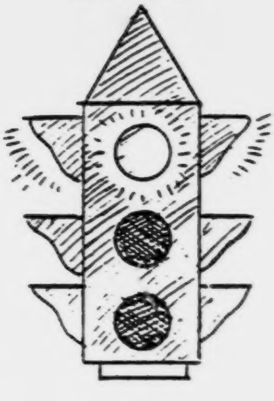
GO



CAUTION



STOP



Student Worksheet VII-8

Directions: Cut out and paste the symbol or sign that matches this meaning:

1. You cannot go past this sign. You must go the other way.

2. You must go in the direction of the arrow. This means that all cars and other vehicles can only go that way.

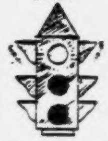
3. You must drive slowly and be very careful. Children are nearby.

4. You must not go faster than 25 miles per hour.

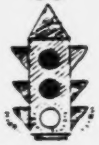
5. You may drive now. The light says you can go.

6. You must stop now. The light says you cannot go.

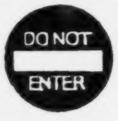
STOP



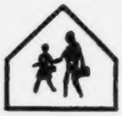
GO



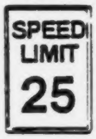
DO NOT ENTER



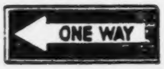
SCHOOL



SPEED LIMIT



ONE WAY



Name ______________________________

ACTIVITY VII-9

Cognitive Skill: Can transform irregular verbs from present to past tense

Linguistic Item: Past tense of irregular verbs

Concept: Zoo

Materials:

- chart of past tense of irregular verbs (See Teacher Resource VII-9-Chart.)
- Student Worksheet VII-9

PROCEDURES

1. Using Teacher Resource VII-9-Chart, make up large chart for display. This chart will review the past tense of irregular verbs covered in Goals IV and VI, and introduce others. Example:

    a. (am - was) (is - was) (are - were)
    I am in school (now).
    I was in school (yesterday).
    He is in school now.
    He was in school yesterday.
    We are in school now.
    We were in school yesterday.

    b. (go - went)
    We go to the zoo now.
    We went to the zoo yesterday.

    c. (see - saw)
    You see the elephants now.
    You saw the elephants yesterday.

    d. (sleep - slept)
    The hippopotamus sleeps in the cage now.
    The hippopotamus slept in the cage yesterday.

    e. (give - gave)
    We give the elephants peanuts now.
    We gave the elephants peanuts yesterday.

    f. (eat - ate)
    The elephants eat the peanuts now.
    The elephants ate the peanuts yesterday.

    g. (hear - heard)
    They hear the monkeys now.
    They heard the monkeys yesterday.

h. (have - had)
   We have a good time now.
   We had a good time yesterday.

3. Continue using examples like these, going down the resource chart and adding new verbs.

4. Have students practice the past tenses of irregular verbs. Write the present tense on chalkboard and have students write past tense.

5. Students complete Student Worksheet VII-9.

TEACHER RESOURCES

VII-9-Books

Wannamaker, Bruce. We Visit the Zoo. Chicago: Children's Press, 1976.
This book can be used with Activity VII-9 when giving the sequence of the animals seen at the zoo.

Charles, Donald. Calico Cat At the Zoo. Chicago: Children's Press, 1979.
The zoo; "going to."

Winder, Jack. Who's New At The Zoo? Chicago: Children's Press, 1980.
The zoo; animals and their babies.

Lafleur, Tom and Brennan, Gale. Spunky the Monkey. Chicago: Children's Press, 1980.
Identifying sounds of animals.

Brennan, Gale. Gloomy Gus the Hippopotamus. Chicago: Children's Press, 1980.
Identifying sounds using rhyming words.

Barden, Beatrice B. Wild Animals of Africa. New York: Random House, Inc., 1982.
Zoo animals.

Rose, Dorothy and Durrell, Julia. Mirror, Mirror. Tien Wah Press, Ltd. Singapore rhymes about animals.

May, Julian. Tiger Stripes and Zebra Stripes. Creative Educational Society, Inc., 1970.
The zoo.

VII-9-Chants

Graham, Carolyn. "I Asked My Father" from Jazz Chants for Children. New York: Oxford University Press, 1979.
This chant reinforces the past tense.

Teacher Resource VII-9-Chart

am			
is	was/were	lead	led
are		say	said
		sell	sold
go	went	tell	told
see	saw	bring	brought
hear	heard	buy	bought
give	gave	keep	kept
eat	ate	leave	left
drink	drank	bite	bit
sleep	slept	hide	hid
have	had	drive	drove
hold	held	ride	rode
sit	sat	come	came
stand	stood	run	ran
swim	swam		

TR VII-9

Student Worksheet VII-9

Directions: Answer the questions using complete sentences and one of these words:

went	saw	slept
heard	had	

1. Did we go to the zoo?
Yes, ______________________________.

2. Did we see elephants there?
Yes, ______________________________.

3. Did the bear sleep?
Yes, ______________________________.

4. Did you hear the monkeys?
Yes, ______________________________.

5. Did we have a good time?
Yes, ______________________________.

Name ______________________________

SW VII-9

ACTIVITY VII-10

Cognitive Skill: Can show recognition of verbs by acting them out

Linguistic Item: Contrast pronounciation of past tense of regular verbs ending in ed

Concept: Zoo

Materials:

- poem, "Monkey See and Do" (Teacher Resource VII-10-Poem)
- pocket chart
- pictures of action verbs and/or word cards of action verbs depicted in the poem
- separate cards for each verb ending sound: /t/, /d/ and /id/
- several cards with "ed" written on them
- blank 3-by-5 index cards
- Student Worksheets VII-10 and VII-10-A

PROCEDURES

1. Read and then have students repeat the poem. (See Teacher Resource VII-10-Poem.) Have students act out the actions as they say the poem. Encourage them to add other actions.

2. Display the pictures of the action verbs depicted in the poem. Place "ed" next to them and have students read the verbs. Ask them to listen to the ending sound as you say the verb + "ed."

3. As students say the verbs, place the cards with the /t/, /d/ and /id/ endings in the top pocket of the pocket chart with the appropriate verbs under each column.

   Using only the regular verbs taken from the poem "Monkey See and Do," the pocket chart should look like this when finished:

   MODEL

		/t/	/d/	/id/
wink	(ed)	winked	wiggled	pretended
wiggle	(ed)	touched		started
pretend	(ed)	scratched		
touch	(ed)			
start	(ed)			

   Note: Since the aim here is to contrast regular past tense ending sounds, do not focus on the irregular past tense for this lesson.

4. Elicit from students what other actions they like to do or ones they think the monkeys do. What sound do they hear when "ed" is added to the action verb? Have students add and dramatize more verbs. As they add actions, write these on index cards and have them placed under appropriate ending sounds. The pocket chart may now look like this:

	/t/	/d/	/id/
clap	clapped		
jump	jumped		
dance	danced		
walk	walked		
wash	washed		
climb		climbed	
grab		grabbed	
play		played	
listen		listened	
whistled		whistled	
want			wanted
hunt			hunted
repeat			repeated
rest			rested
wait			waited

Variation: This procedure can also be done using one, two, or three fingers. If student hears a /t/ sound, he or she holds up one finger; if he or she hears a /d/ sound, he or she holds up two fingers; and if he or she hears an /id/ sound, he or she holds up three fingers. (This methodologdy is used with kindergarten children and first graders.)

5. Students complete worksheets.

Teacher Resource VII-10-Poem

(to be written on experience chart or large chart paper)

Monkey See and Do

I (saw)* a monkey in the zoo.
His name (was) Monkey See and Do.
I stood on my toes.
He stood on his toes.
I wiggled my nose.
He wiggled his nose.
I touched my feet.
He touched his feet.
I pretended to eat.
He pretended to eat.
I winked my eye.
He winked his eye.
I started to cry.
He started to cry.
I scratched my head.
He scratched his head.
I (went) to bed.
He (went) to bed.

---

*The past tense of irregular verbs is not used in this activity. Therefore, parenthesis are used to distinguish between past tenses of regular and irregular verbs.

Student Worksheet VII-10

Directions: Fill in the blanks with the word that is missing.

Monkey See and Do

I saw a monkey in the zoo.
His name was Monkey See and Do.
I stood on my toes.
He stood on his toes.
I wiggled my nose.
He ____________ his nose.
I touched my feet.
He ____________ his feet.
I pretended to eat.
He ____________ to eat.
I winked my eye.
He __________ his eye.
I started to cry.
He __________ to cry.
I scratched my head.
He ____________ his head.
I went to bed.
He ______ to bed.

Name ________________________________

SW VII-10

Student Worksheet VII-10-A

Monkey See and Do

Directions: Circle the sound each verb ends in.

1. He wiggled his nose. t d id
2. He touched his feet. t d id
3. He pretended to eat. t d
4. He started to cry. t d
5. He winked his eye. t d id
6. He scratched his head. t d id

Name ______________________________

ACTIVITY VII-11

Cognitive Skill: Can identify sounds

Linguistic Item: Contrast pronounciation of past tense of regular verbs

Concept: Animals and their babies

Materials:

- . pictures of actions and/or word cards of actions depicted in small storybooks
- . /t/, /d/ and /id/ cards, plus seven "ed" cards
- . Student Worksheet VII-11

PROCEDURES

1. Students look at pictures and/or word cards of actions: jump, walk, play, chew, listen, rest, and wait.

2. Place /t/, /d/ and /id/ cards in first pocket of the pocket chart. As the action words are read, an "ed" card is placed next to them; e.g.: jump + "ed."

3. Students place action cards under correct ending sound in the appropriate pocket. Completed pocket chart should look like this:

/t/	/d/	/id/
jumped	played	rested
walked	chewed	waited
	listened	

4. Teacher gives out Student Worsheet VII-11 and tells students that they are going to make their own books about some of the animals found at the zoo.

5. First the pages are put together as per instructions. Students then read the title of their book on page one: Animals Around the World. Have students read page two and fill in the missing verb in the past tense; e.g:

   The camels walk in the desert.
   What did they do?
   The camels walked in the desert.

   Students complete their books and may take them home and read them to their family and friends. They may color their books at home, too.

7. A review of the animals' babies may be elicited as students read the book.

ELICIT The baby kangaroo is called a joey.
The baby zebra is called a foal.
The baby bear is called a cub.
The baby lions are called cubs, too.
The baby elephant is called a calf.

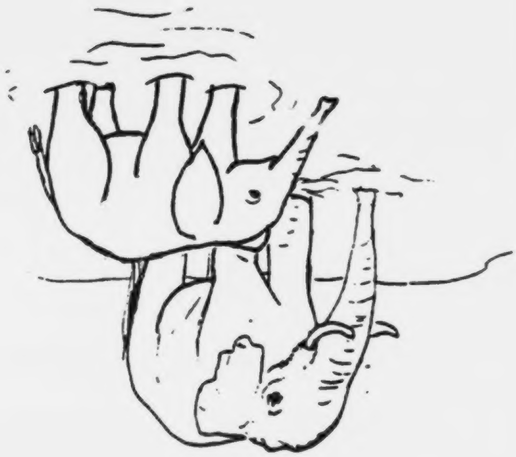
Student Worksheet VII-11

INSTRUCTIONS

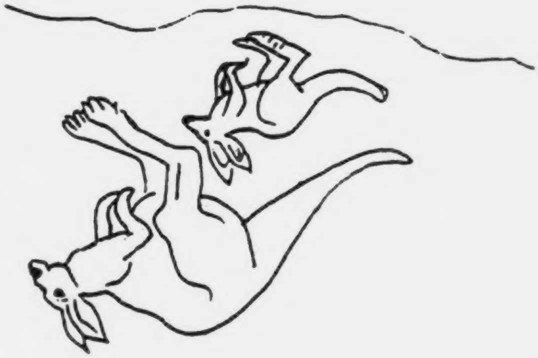
1. Fold first sheet so that pages 1 and 4 are on the outside.
2. Fold second sheet so that pages 5 and 8 are on the outside.
3. Cut along top of both sheets, so that book will open.
4. Teacher staples book on left to hold it together.
5. Write title of book and name on front cover.

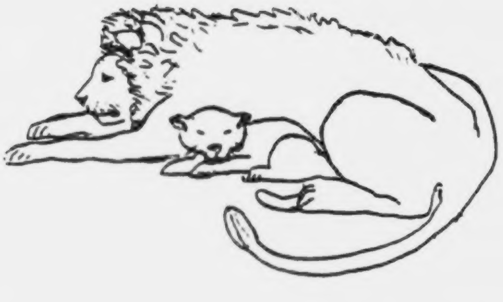
Student Worksheet VII-11 (cont'd)

p.3



p.2





Name ______________________

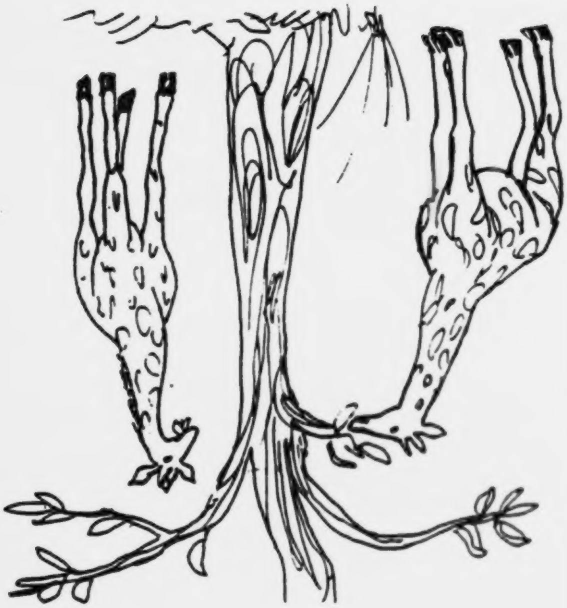
p.4

p.1

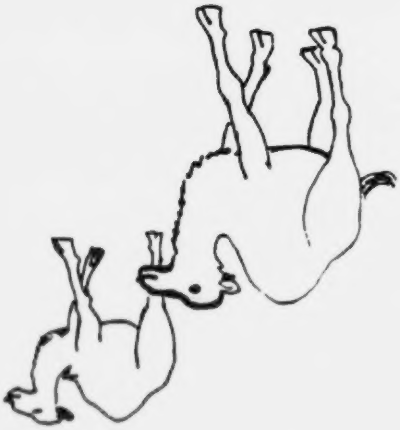
SW VII-11 (p. 2 of 2)

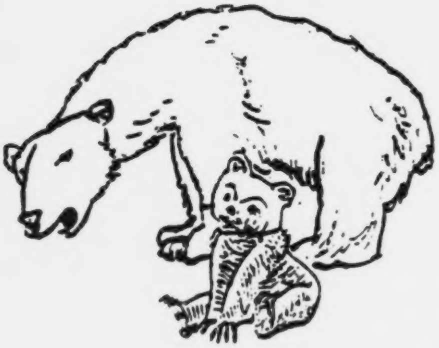
Student Worksheet VII-11 (cont'd)

p.7



p.6





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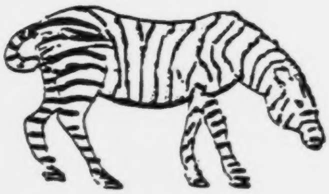


p.5

ACTIVITY VII-12

Cognitive Skill: Can identify sounds

Linguistic Item: Past tense of irregular and regular verbs grouped per ending pronunciations /t/, /d/ and /id/

Concept: Zoo

Materials:

- picture of large turtle
- word cards of regular verbs: "line - lined," "climb - climbed," "snap - snapped"
- word cards of irregular verbs: "am/is - was," "swim - swam," "catch - caught"
- poem: "The Little Turtle"
- map of poem (See Teacher Resource VII-12-Map.)

PROCEDURE

1. Review the past tense of regular verbs "lined," "climbed" and "snapped." Students indicate ending sounds when "ed" is added to word: snapped--/t/ sound; lined, climbed--/d/ sound.
2. Procede with review of irregular verbs: am/ is - was; swim - swam; catch - caught.
3. Write poem, "The Little Turtle," on experience chart or large paper. As teacher reads poem, he or she finger pantomimes the actions with students and has them repeat the poem.

The Little Turtle

There was a little turtle,
He lived in a box.
He swam in the water,
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow,
And he snapped at me.
He caught the flea.
He caught the minnow.
But he didn't catch me.

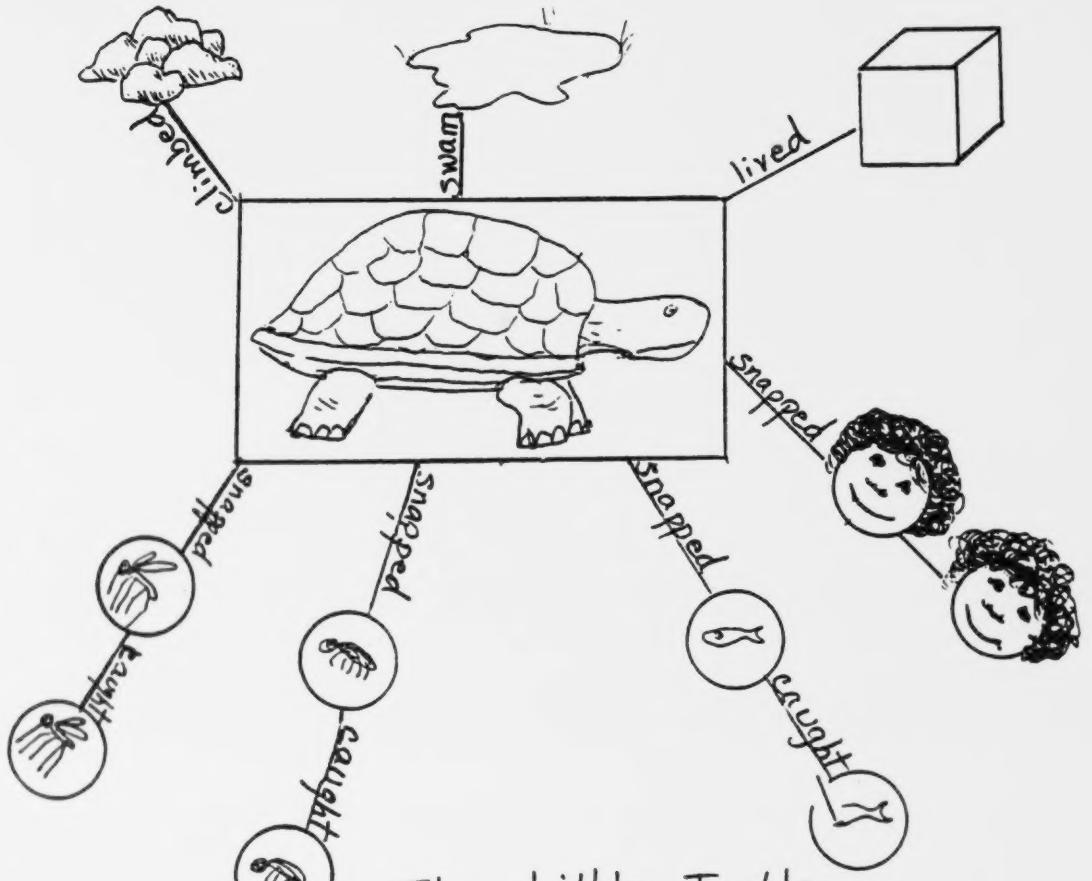
--Rachel Lindsay

Lancaster, Louise. Introducing English. Boston: Houghton Mifflin Co.

4. Using the "mapping technique," teacher draws actions of the turtle on the chalkboard as he or she says poem. (See Teacher Resource VII-12-Map.)

5. Students learn poem by reading it, if they can, or memorizing it. After they learn the poem, have them recite it to others (classmates, other teachers, family).

Teacher Resource VII-12-Map


climbed
swam
lived
snapped
snapped
snapped
snapped
caught
caught
caught

The Little Turtle

-by Rachel Lindsay

There was a little turtle,
He lived in a box.
He swam in the water,
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow,
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow,
But he didn't catch me!

TR VII-12

ACTIVITY VII-13

Cognitive Skill: Can identify sounds

Linguistic Frame: Adverbs of time and their placement.

Content: [illegible]

Materials:

- experience chart
- magic marker
- Student Worksheet VII-13

PROCEDURES

1. Referring to the class' make-believe trip to the zoo, say: "Now we are going to think about our trip to the zoo. I want to see what you remember. When did we go to the zoo?"

   MODEL AND ELICIT We went to the zoo (yesterday).
   (Yesterday) we went to the zoo.

2. Ask: "What things happened that day?"

   MODEL We saw the birds first.
   First we saw the birds.

   We saw the monkeys next.
   Next we saw the monkeys.

   We saw the lions afterwards.
   Afterwards we saw the lions.

   We saw the giraffes later.
   Later we saw the giraffes.

   We fed the elephants after that.
   After that we fed the elephants.

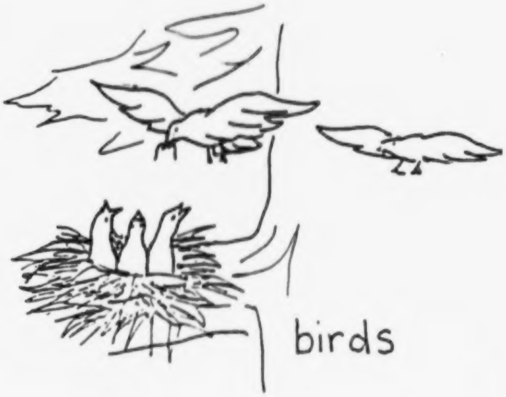
   We saw the tigers last.
   Last we saw the tigers.

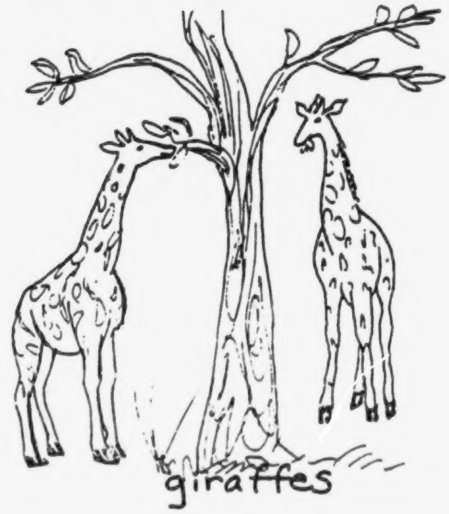
3. Have students tell their own story. T
   experience chart, using adverbs of tim
   "later," "after that," and "last."

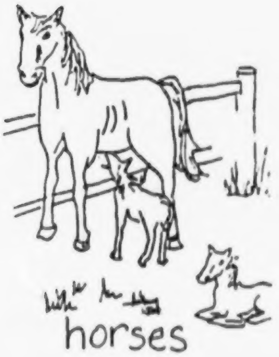
4. Pass out Student Worksheet VII-13.
   of the various animals and paste th
   Then have them cut the pages along
   making a book.

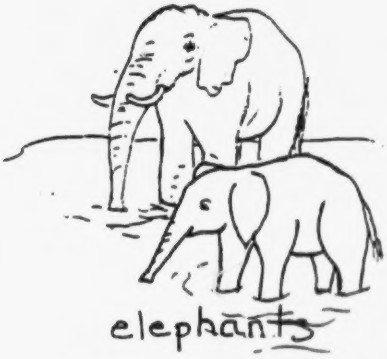
5. Have students read their books, u
   sequence their visit to the zoo.

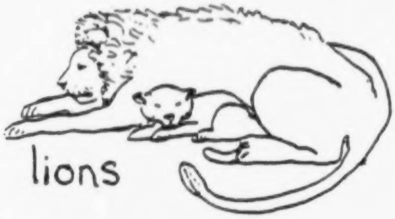
Student Worksheet VII-13

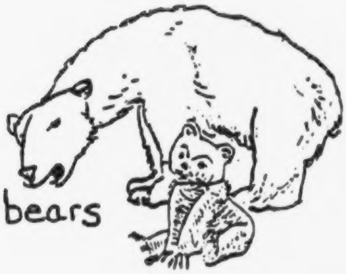












Name ______________________________

SW VII-13 (p. 1 of 3)

Student Worksheet VII-13 (cont'd)

____

____

________________ first.

First _______________________

____

______________________________.

____

____

________________ next.

Next ________________________

____

______________________________.

____

____

____________ afterwards.

Afterwards ___________________

____

______________________________.

Name ______________________________

SW VII-13 (p. 2 of 3)

Student Worksheet VII-13 (cont'd)

____

____

______________________ later.

Later ______________________

____

______________________________.

____

____

______________ after that.

After that, __________________

____

______________________________.

____

____

______________________ last.

Last ________________________

____

______________________________.

Name ______________________________

ACTIVITY VII-14

Cognitive Skill: Can identify sounds and describe behavior

Linguistic Skill: [illegible]

Concept: [illegible]

Materials:

- experience chart
- magic marker
- pictures of zoo animals
- pocket chart

PROCEDURES

1. The next time the class meets, say: "Let's remember the animals we saw at the zoo."

2. Ask: "Do you remember which animals moved quickly and which animals moved slowly?" Have one of the students select an animal from the pocket chart and complete the sentence pattern. Elicit: "The tiger ran quickly." Write on the experience chart: (Student's name): "The tiger ran quickly."

3. Say: "Well, the tiger ran quickly. Which animal moved slowly?" Have another student select an animal from the pocket chart and complete the sentence pattern. Elicit: "The elephants moved slowly." Write on the experience chart: (Student's name): "The elephants moved slowly."

4. Ask: "Do you remember which animals behaved quietly and which behaved loudly?" Again, have one of the students select an animal from the pocket chart and complete the sentence pattern. Elicit: "The hippopotamus rested quietly." Write on the experience chart (Student's name): "The hippopotamus rested quietly."

5. Say: "Well, the hippopotamus rested quietly. Which animal chatted loudly?" Have another student select an animal from the pocket chart and complete the sentence pattern. Elicit: "The monkeys chatted loudly." Write on the experience chart: (Student's name): "The monkeys chatted loudly."

6. Display the experience chart with the students' sentences in class for futher reference. Students will read the sentences they wrote and those of their classmates. (They enjoy finding their names on the chart with their own sentences.)

TEACHER RESOURCES

VII-14-Songs

Palmer, Hap. Learning Basic Skills Through Music. Freeport, NY: Educational Activities, Inc.
Tape AC 514, "The Elephant," reviews adverbs and their placement.

ACTIVITY VII-15

Cognitive Skill: Can describe actions in terms of frequency

Linguistic Item: Adverbs of frequency and their placement

Content: Zoo safety

Materials:

- experience chart
- magic markers
- questions (See Teacher Resource VII-15-Chart.)

PROCEDURES

1. On the chalkboard, write the days of the week across the top. On the left side, write the following adverbs of time: "always," "sometimes" and "never."

2. Using the adverbs "always," "sometimes" and "never," ask students questions about their daily activities.

MODEL AND ELICIT

Do you always wear shoes to school?
Yes, I always wear shoes to school.

Do you always eat dinner?
Yes, I always eat dinner.

Does he sometimes watch TV?
Yes, he sometimes watches TV.

Do they sometimes do their homework?
Yes, they sometimes do their homework.

Do we ever see a lion in our classroom?
No, we never see a lion in our classroom.

Does she ever drive a car?
No, she never drives a car.

3. Continue with this type of questioning until the chalkboard looks like this:

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
always	X	X	X	X	X	X	X
sometimes	X	X	0	0	0	0	0
never	0	0	0	0	0	0	0

4. With this as a reference, discuss how the class is to behave on a trip. Explain that some of the safety rules should be reviewed before visiting the animals at the zoo. Tell the class that if some of these rules are broken, children may be frightened, lost, or injured. Therefore, it is very important that these rules be learned and obeyed.

5. Ask the class the questions on Teacher Resource VII-15-Chart.

TEACHER RESOURCES

VII-15-Songs

Palmer, Hap. Learning Basic Skills Through Music. Freeport NY: Educational Activities, Inc.

Tape AC 521, "How Are We Going?" reviews transportation using "going to." The song "Safety Sign" reinforces the concept of safety and "how" questions.

Teacher Resource VII-15-Chart

PROCEDURES

1. Write the questions on an experience chart or large chart paper.
2. Model each question and elicit answers containing one of the adverbs of frequency. (Sample answers given below.)

MODEL AND ELICIT

1. Do you listen to me as I take you through the zoo?
   --Yes, we always listen to our teacher.
2. Do you stay in line with your classmates?
   --Yes, we always stay in line.
3. Do you walk away to buy popcorn or candy?
   --No, we never walk away from the class.
4. Do you annoy the animals by making loud noises near the cages?
   --No, we never annoy the animals.
5. Do you climb over the railings to get next to the cage?
   --No, we never climb over the railings.
6. Do you feed the elephants some peanuts?
   --Sometimes we can feed the elephants peanuts.
7. Do you listen to the rules?
   --Yes, we always listen to the rules.

Note: Teacher will group the adverbs into categories of time (yesterday), of manner (quickly), and of frequency (never) in order to focus attention on the placement of each of these adverbs in the sentence.

Adverbs of time are found either at the beginning or at the end of the sentence: "Yesterday we went to the zoo." "We went to the zoo yesterday." Adverbs of manner are found after the verb: "The tigers ran quickly." Adverbs of frequency are found before the verb: "We never annoy the animals." Through usage, the students will place the various adverbs correctly. However, no attempt will be made to derive grammatical rules from the examples.

ACTIVITY VII-16

Cognitive Skill: Can express emotions

Linguistic Item: How questions

Concept: Transportation

Materials:

- pictures of vehicles
- pictures of animals
- pocket chart
- emotion posters

PROCEDURES

1. Explain that the class is going to ask questions with "how." Say: "We use 'how' to ask the way you do something, such as : 'How did you go to the zoo?'

   Holding picture of bus, elicit: "By bus."
   Holding picture of car, elicit: "By car."

2. Display vehicle pictures in the pocket chart. Ask each student to select one in which to travel to the zoo.
   Teacher: "Peter, how did you go to the zoo?"
   Peter: "I went to the zoo by train."
   Teacher: "María, how did you go to the zoo?"
   Maria: "I went to the zoo by car."
   Teacher: "Jenny, how did you go to the zoo?"
   Jenny: "I went to the zoo by bus."
   Continue until all the students have answered, then collect the pictures of the vehicles.

3. Ask one of the students to return the vehicle pictures to the children who chose them. As the student gives out each picture, elicit:
   "Peter went to the zoo by train."
   "María went to the zoo by car."
   "Jenny went to the zoo by bus."

4. Display emotion posters in front of class. Teach the adjectives used to describe the different emotions.

5. Focus on the use of "how." Say: "We also use 'how' to ask the way you feel."

   MODEL AND ELICIT

   How are you today?
   I feel hungry.
   I feel happy.

6. Hold up the animal pictures one-by-one. Have students select an emotion poster as they respond to questions. Act out various emotions to clarify their meaning.

   MODEL AND ELICIT

   Miguel, how did you feel when you saw the monkeys?
   I felt happy.
   María, how did you feel when you saw the tigers?
   I felt scared.
   John, how did you feel when you saw the lions?
   I was scared, too.

   Continue with other posters to elicit different emotions.

TEACHER RESOURCES

VII-16-Games

Games for Second Language Learnings. G.N. Dorry, 1966, p. 29.
"How" questions; adverbs.

ACTIVITY VII-17

Cognitive Skill: Can describe sounds

Linguistic Item: How questions

Concept: Animals

Materials:

- Student Worksheet VII-17
- animal pictures
- word cards indicating sounds

PROCEDURES

1. Distribute Student Worksheet VII-17 indicating various sounds. Review sounds on left side of page and their meanings. Assist students in completing worksheet.

2. Have students check the correct boxes indicating who makes the various sounds - animals or man. In addition, check off whether these sounds are loud or soft, harsh or pleasant.

3. Ask questions while students refer to their worksheets.

   MODEL AND ELICIT

   How do lions roar? (loudly/softly)
   They roar loudly.
   How do birds chirp? (harshly/pleasantly)
   They chirp pleasantly.
   How does (name of student) giggle? (softly/loudly)
   (He/She) giggles loudly.

4. Continue with this type of questioning until all the sounds have been named.

5. Place word cards indicating sounds and the pictures of animals in two separate piles, facing downward. The sound cards should be ordered to match the animal cards. For instance, as a student turns over the dog card from one pile, he or she selects "bark" from the other pile. Have one student ask class: "How does the dog bark?" Elicit: "The dog barks loudly." Continue, having this student designate another to make a selection and ask a "how" question.

TEACHER RESOURCES

VII-17-Books

Moncure, Jane Belk. What Do the Animals Do in The Zoo? Elgin, IL: The Child's World, 1976.
The zoo.

Fisher, Eileen, Going Places. Glendale, CA: Bowmar/Noble Publishers, Inc. 1973.

Student Worksheet VII-17

Sounds	made by animals	made by man	soft	loud	harsh	pleasant
roar						
crunch						
shriek						
yell						
growl						
chirp						
meow						
bark						
whisper						
giggle						

Name ______________________________

SW VII-17

ACTIVITY VII-18

Cognitive Skill: Can recall sequences of events and names

Linguistic Item: Review of going to; adverbs of time; how questions

Concept: Circus

Materials:

- large shoe box
- pictures of circus animals and people who work at the circus (See Teacher Resource VII-18-Pictures.)
- large picture of the circus
- song: "Animals in the Circus" (See Teacher Resources VII-18-Records.)

PROCEDURES

1. Before lesson, make a cutout drawing of a circus tent on oaktag. Make the tent brightly colored and larger than the shoebox.

2. Cut an opening in the front of the tent large enough for the pictures of the circus animals and people to go through easily.

3. Mount the tent so that it covers the open top of the box completely. The tent should be placed on the box so that the inside of the box can be seen through the opening.

4. Cut out pictures of circus animals and people from Teacher Resource VII-18-Pictures. Mount these pictures on oaktag. Place all of these pictures inside the tent.

5. Announce that the class is going to go to the circus--their own make-believe circus in the classroom. Ask the class if they know some of the names of the animals or people they are going to see at the circus.

6. Looking at the large picture of the circus on display, students may be able to name some of the people or animals. If not, encourage them to come up to the large picture and point to what they want to see.

   MODEL AND ELICIT:

   I am going to see the clowns.
   (He/She) is going to see the clowns.

   Continue with this until the circus vocabulary has been reviewed.

7. Place the make-believe circus in front of the class. Have the students guess who or what they are going to see at the circus as you show them cards from box. Tell the students to remember in what order they see things, so they will be able to say who or what was first, afterwards, next, later, after that, and last.

8. As students take the pictures from the tent: elicit:
    "First we are going to see the clowns."
    "Afterwards we are going to see the acrobats."
    "Next we are going to see the lion and the lion tamer."
    "Later we are going to see the beautiful lady on the white horse."
    "After that we are going to see the ring master."
    "Last we are going to see the elephants."

9. As a culminating activity, play the song, "Animals in the Circus" (see Teacher Resource VII-18). Place students in a circle and act out the various activities performed by the clowns, dancers, horses and elephants.

Follow-up Memory Activity

Ask each student to choose which person or animal he or she would like to be at the circus. Say: "I am going to ask each of you to tell your new name to the class. I want everyone to try and remember the new names of everyone else in the class in the same order you hear them." Begin with each student in the group repeating three of the new names in sequence. Then ask the students to reverse the sequence.

Note: This task requires an association between the new identity and the real name of each student, or between the new name and the face. By asking students how they remembered the sequence of new names, the teacher may learn about the students' memory strategies. For instance, do the students rely more on verbal associations (real names) or on visual associations (faces)?

TEACHER RESOURCES

VII-18-Books

Baker, Eugene. Wild Animals. Elgin, IL: The Child's World, 1980.
Illustrations of animals doing circus acts. Other books in this series are Parades; Clowns; and Acrobats, all depicting circus life.

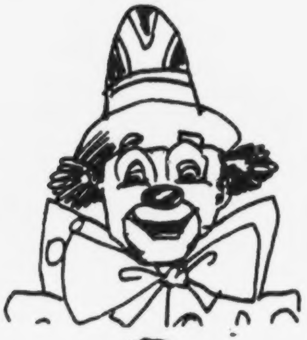
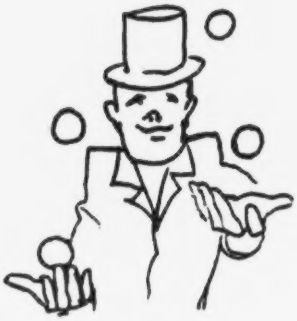
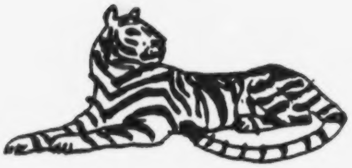
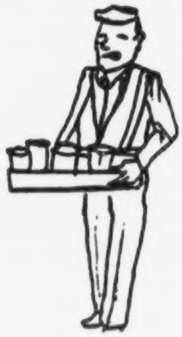
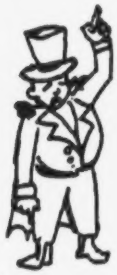
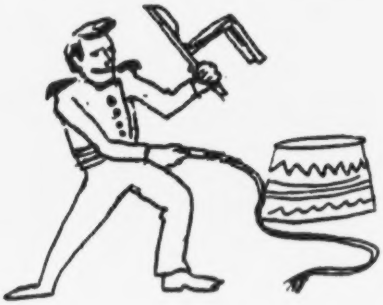
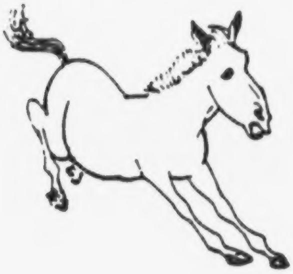
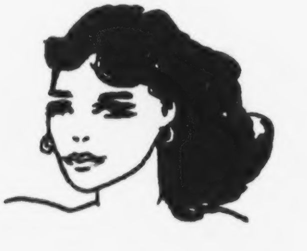
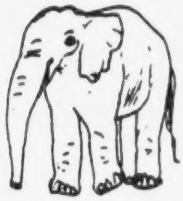
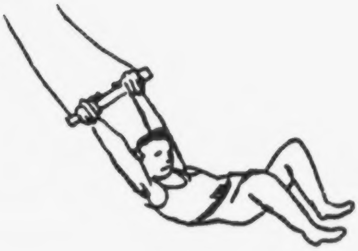
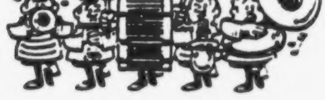
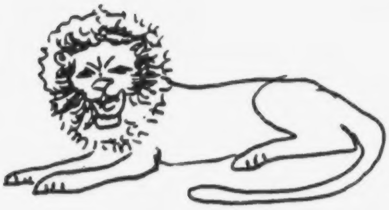
Wood, Lucille. The Zoo and the Circus. Glendale, CA: Bowmar/Noble Publishers, Inc., 1971.
The circus and the zoo.

Moncure, Jane Belk. Word Bird's Circus Surprise. Elgin, Il: The Child's World, 1981.
The circus.

VII-18-Records

"Animals in the Circus" from Pre-Square Dance. Roslyn Hts., NY: Stallman Records, Inc.

Teacher Resource VII-18-Pictures

ACTIVITY VII-19

Cognitive Skill: Can describe actions and attribute emotions

Linguistic Item: How questions; future tense of verbs

Concept: Circus

Materials:

- poem: "Hurrah for the Circus" (Teacher Resource VII-19-Poem)
- pictures of drums, clowns, lions, elephants, tigers, cowboys, kangaroo, dog, a beautiful lady, white horse, hoop
- Student Worksheets VII-19, VII-19-A

PROCEDURES

1. All the pictures are set in front of the teacher so they can be easily handled. (Some pictures can be taken from Teacher Resources, Activity VII-18.)

2. Read poem, "Hurrah for the Circus," (see Teacher Resource VII-19-Poem) in a voice of excitement, as though announcing the arrival of the circus. As the teacher says each line of the poem, he or she holds up the appropriate picture, reinforcing the vocabulary. Students repeat each line of the poem after the teacher.

3. MODEL AND ELICIT How do the clowns act?
Happily.

How do the dancers dance?
Beautifully.

How do the elephants walk?
Slowly.

How do the lions roar?
Loudly.

How do the tigers run?
Quickly.

4. Each student is given one of the pictures. The class recites the poem in chorus as the various "actors" demonstrate the actions in the poem. For example, those students holding pictures of clowns fall down as the fourth line is spoken: "And the clowns will fall down."

5. Students repeat the poem until they can say it on their own. If they are able, have them read it; otherwise, they may take the poem home and have family or friends read it to them.

6. Do student worksheets.

Teacher Resource VII-19-Poem

Hurrah for the Circus

The circus, the circus
Is coming to town!
The drums will go boom
And the clowns will fall down!
There'll be lions and elephants,
Just like a zoo,
And tigers and maybe
A real kangaroo.
And dogs that can dance,
And some cowboys, of course,
And a beautiful lady
Will ride a white horse.
She'll jump through a hoop
And the people will cheer.
Oh, how can we wait
Till the circus is here?

Lancaster, Louise. Introducing English. Boston: Houghton Mifflin Co.

Student Worksheet VII-19

Directions: Fill in the blanks below with these words:

loudly beautifully
slowly quickly

1. How did the tigers run?
The tigers ran ________________.

2. How did the lions roar?
The lions roared ________________.

3. How did the dancers dance?
The dancers danced ________________.

4. How did the elephants walk?
The elephants walked ____________.

Name ______________________________

Student Worksheet VII-19-A

Directions: Answer the questions using the adverbs in parentheses. Use full sentences.

1. How do the elephants walk? (slowly)

____

____

2. How do the lions roar? (loudly)

____

____

3. How do the tigers run? (quickly)

____

____

4. How do the dancers dance? (beautifully)

____

____

Name ______________________________

ACTIVITY VII-20

Cognitive Skill: Can describe actions and express emotions and make analogies

Linguistic Item: How questions; felt

Concept: Circus

Materials:

- large, colorful picture of circus containing clowns, ring master, lion, elephant, band, acrobat, trapeze artist, a beautiful lady and horses (See Teacher Resource VII-20-Picture.)
- individual pictures of circus people and animals mounted on 3-by-5 cards
- pictures depicting emotions, with appropriate adjectives written on the back: "happy," "sad," "surprised," "afraid," "timid," "excited," "worried," and "proud" (See Teacher Resources VII-20-A-Pictures.)
- Student Worksheet VII-20

PROCEDURES

1. Place large picture of circus in front of the room, face down, so that students may not see it.

2. Have students close their eyes. Explain that when they open their eyes, they will make believe they are at the place shown in the picture in front of them. They are to think about how they feel when they are there.

3. Display picture in a prominent place and tell the class to open their eyes and look at it.

4. Question students individually about how they feel when they are at the circus.

   Teacher: Peter, how do you feel at the circus?
   Peter: I feel happy.
   Teacher: María, how do you feel when you lose your popcorn money at the circus?
   Maria: I feel sad.

5. Say: "All of us feel happy at times, and at other times we feel sad. There are other ways we feel, too, besides happy or sad. What other ways do you feel?" Use 3-by-5 cards to teach various emotions. Have students tell the class at what times they have felt these emotions. Keep these cards displayed.

6. Explain that the students are going to play a game asking questions using "how." Place the cards with pictures of circus people and animals in a pile; make the first selection a trapeze artist. Model: "How did you feel when you saw the trapeze artist?

The picture cards depicting emotions are all visible so that students can make a selection. Have one student choose a card; for example, "exited." Elicit: "I felt excited when I saw the trapeze artist." Have student make the next selection and pick another student to respond. This continues until all of the pictures of circus people and animals have been chosen.

7. Give students Worksheet VII-20 for homework. Ask them to name the different animals and people in the drawing. On a separate piece of paper, have them write three "how" questions, such as:
   How does the lion look?
   How does the boy feel?
   How does the elephant move?

TEACHER RESOURCES

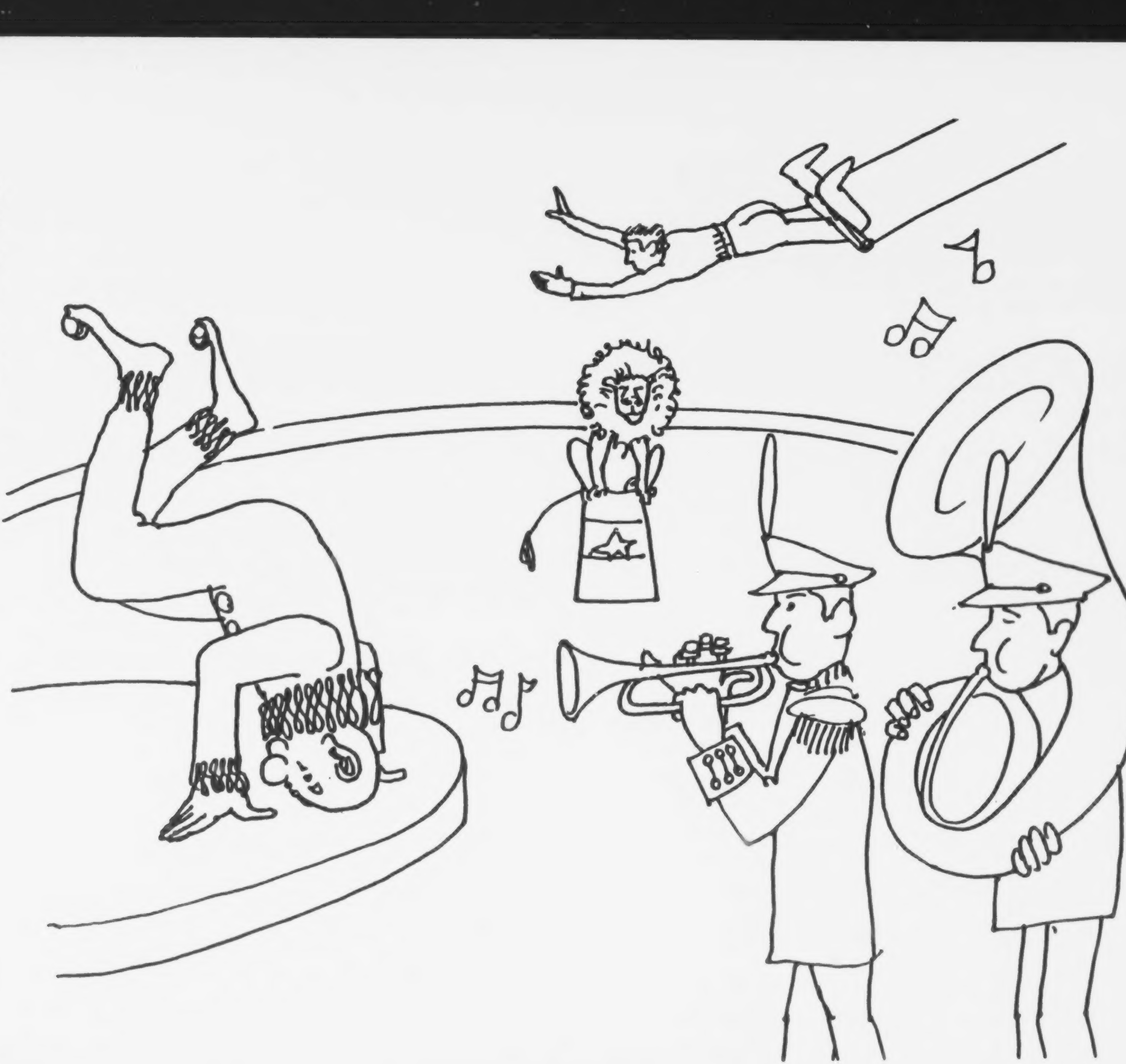
VII-20-Books

Allington, Richard. Beginning to Learn About FEELINGS. Milwaukee: Raintree Publishers, 1980.

Tester, Sylvia. Jealous -- What Does It Mean? Chicago: Children's Press.

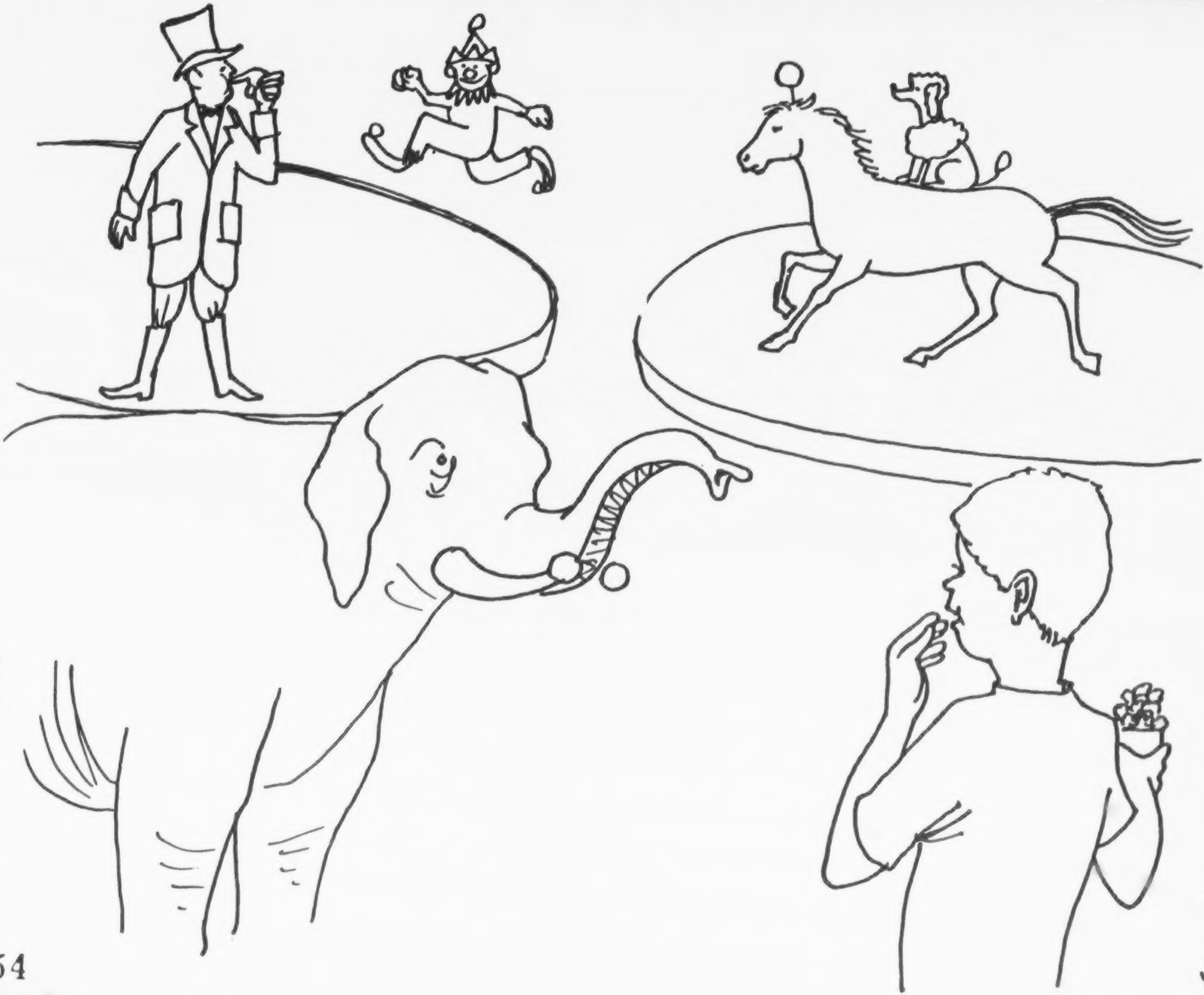
Tester. Angry - What Does It Mean?

Teacher Resource VII-20-Picture

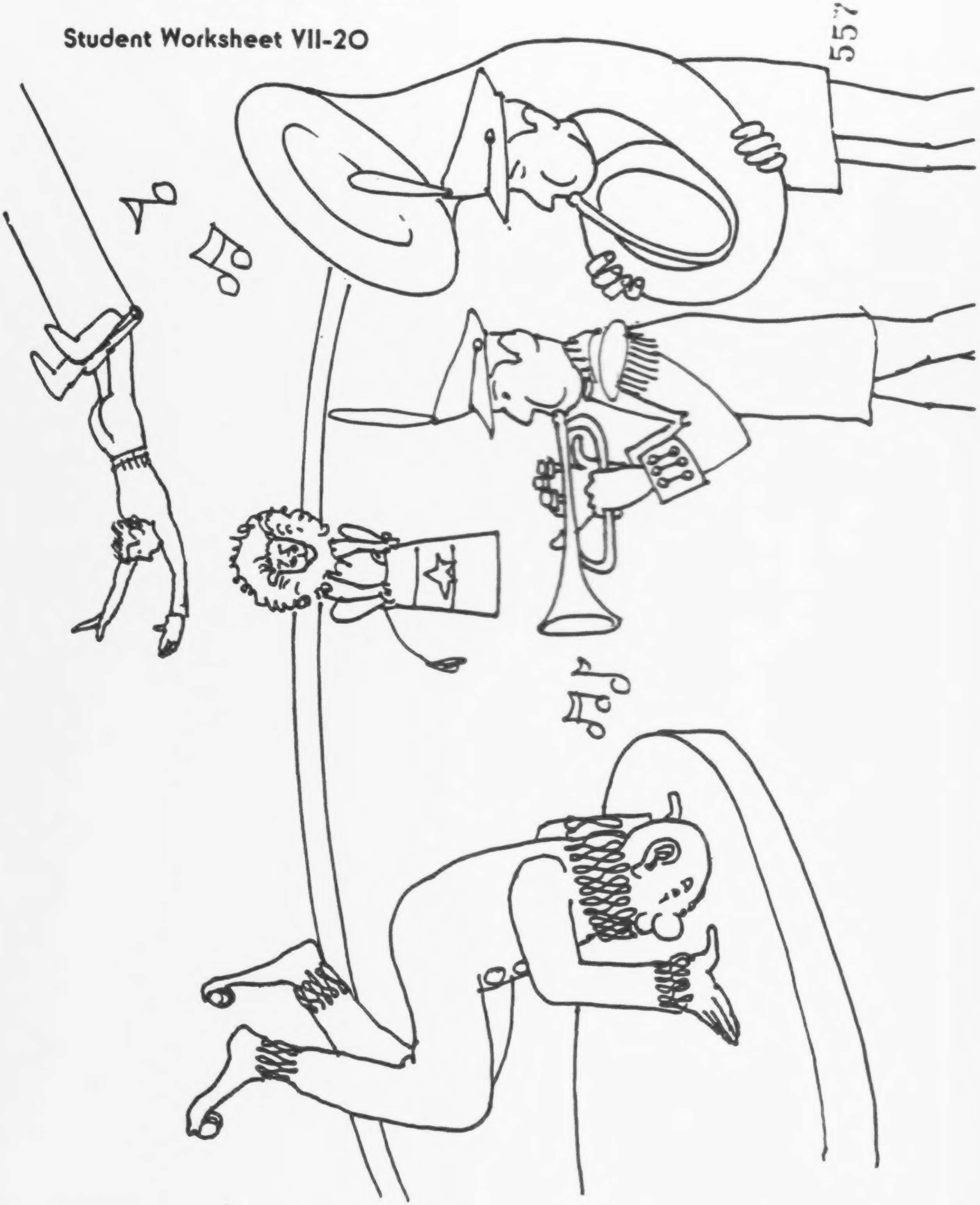


TR VII-20 (p. 1 of 2)

Teacher Resource VII-20-Picture (cont'd)



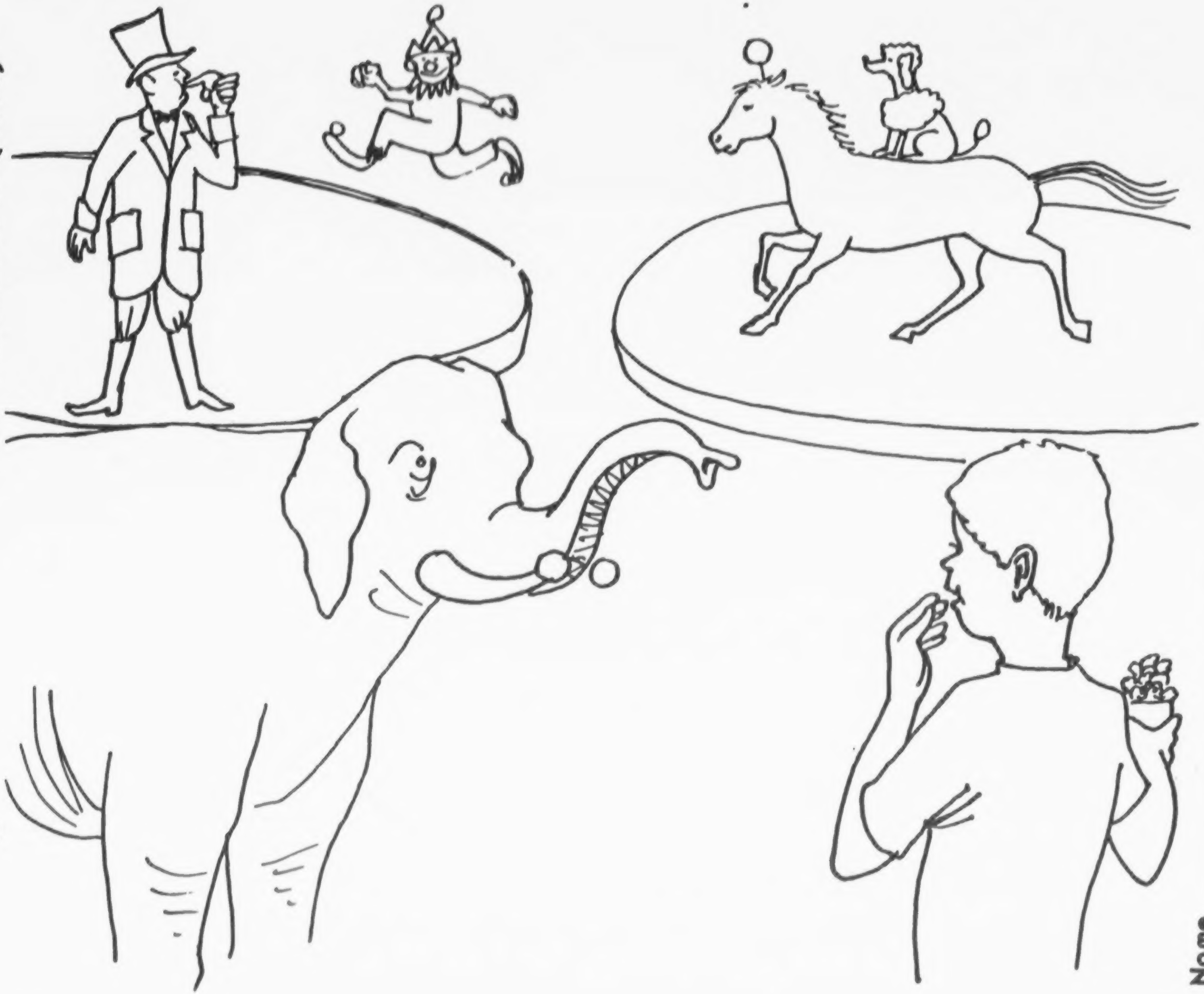
Student Worksheet VII-20



Name ____

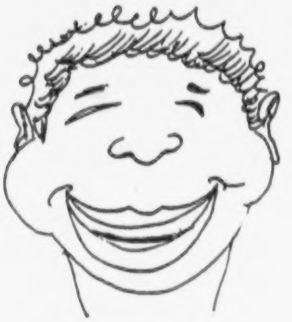
SW VII-20 (p. 1 of 2)

Student Worksheet VII-20 (cont'd)

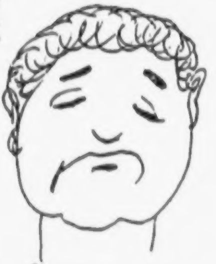


Name ______________________

Teacher Resource VII-20-A-Pictures



happy



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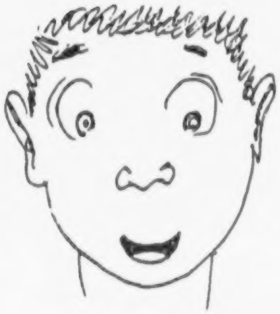
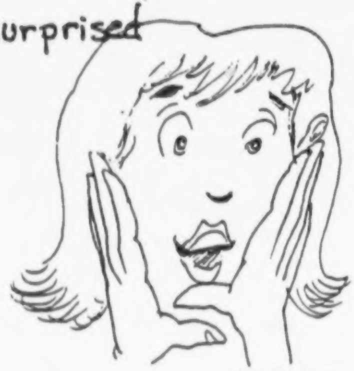
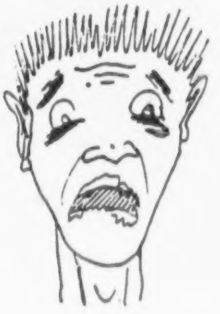


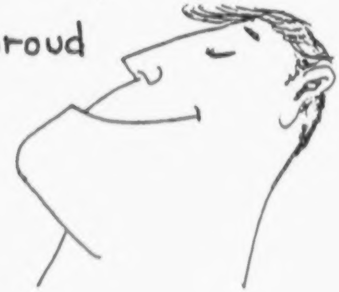
excited



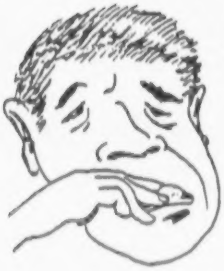
surprised



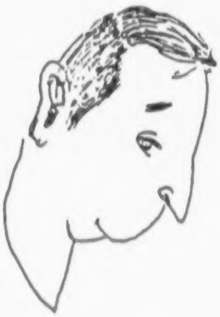
afraid



proud



worried



timid

Goal VIII: What Will I Be?

LINGUISTIC STRUCTURES

1.1 Simple future tense (will) and going to

MODEL We will need paper.
We are going to need paper.
We will need paste.
We are going to need paste.

1.2 How questions and adverbs ending in -ly

MODEL How will the driver drive the bus? Carefully.
How will the clown sing and dance? Merrily.
How do the turtles walk? Slowly.

1.3 Contrast functions of simple present and present continuous (-ing) tenses

MODEL The seed is growing now. The seed grows every day.
We are watering the seed now. We water the seeds every day.

1.4 Why questions and because clauses

MODEL Why did we make the butter? Because we like it.
Why does the child want a horse? Because he is lonely.

1.5 Will, shall, would, should, could

We will water the plants.
With what shall I wet it, dear Liza?
The nurse wouldn't use a baking pan. She should use a thermometer.
If I had a rake, I would work in the garden.
Who could I be? You could be a runner.

ACTIVITY VIII-1

Cognitive Skill: Can discriminate functions

Linguistic Item: Going to (review of Goal VII); adverbs

Concept: Review of Goal VII: animals, transportation, days of the week

Materials:

Four large brown envelopes as follows:

- one labeled "who," containing pictures of animals and their babies
- one labeled "how," containing pictures of modes of transportation
- one labeled "when," containing words cards for each day of the week as well as "tomorrow," "next week" and "next year"
- one labeled "where," containing pictures of places (cities, beaches, mountains, deserts)

PROCEDURES

1. Tell the children that they are going to "predict the future." Each child will have a turn taking a picture from each envelope and making a sentence -- "On Monday, I'm going to take a lion to the beach (on/in) a train."

2. As children select a picture from each envelope, they will get some sentences which will make sense and some which will not , i.e.: "Tommorrow, I'm going to take a kangaroo to the beach on a motorcycle."

3. After students have "predicted the future," continue the review with a multiple-slot substitution drill, e.g.:

   On (Tuesday), (he/she/Jose) is going to take a (bear) to (the zoo) on a (truck).
   day, person, animal, place, transportation

4. Repeat exercise in #3 using (I/you/we/they (am/are) going to, such as:

   I am going to take a cat to the zoo by bus on Sunday.
   (who) (where) (how) (when)

   Thus students learn that adverbs of time may be placed at the beginning or the end of a sentence.

ACTIVITY VIII-2

Cognitive Skill: Can discriminate functions

Linguistic Item: Introduce simple future tense will; going to; how questions; review of who, when, where

Concept: Community helpers; other occupations

Materials:

- pictures of community workers and other occupations, (See Teacher Resources VIII-2.)
- envelopes marked "who," "when," "how," "where " (See Activity VIII-1.)

PROCEDURES

1. Say: "Let's predict the future again today." Model sentences using "going to." Repeat them, substituting "will." Stress that the future word "will" has the same meaning as that of "going to."

2. Introduce names of community workers.

3. Follow the same procedure as in Activity VIII-1, in which the children select one card from each envelope to make sentences. This time the "who" envelope contains pictures of community workers and sentences will stress the "will" future form.
   Example: Tomorrow I will take the waiter to the mountain on a train.
   (when) (who) (where) (how)
   (or:)
   I will take the teacher to the city on a plane next week.

4. Place "when" enevelope at end of line of envelopes to show that adverbs of time may be used at beginning or end of sentence.

5. Repeat above with you/we/they.

6. Ask students questions using "who," "how," "where," and "when." Point to words "who," "how," "where," and "when " on brown enevelopes to cue questions.

   MODEL: Who are you taking?
   How are you taking (him/her)?
   Where are you taking (him/her)?
   When are you taking (him/her)?

7. Encourage students to ask the above four questions of another student, who will select cards from envelopes to answer. Teacher points to question words on brown envelopes to cue student. Example: Point to "who" envelope. Student asks question: "Who are you taking?" Response: "The doctor!"

TEACHER RESOURCES

VIII-2-Picture Books

The Vocabulary Builder. Skokie, IL: National Textbook Co., p. 23.

ACTIVITY VIII-3

Cognitive Skill: Can discriminate functions

Linguistic Item: Review of future using will

Concept: Occupations

Materials:

- Student Worksheet VIII-3
- paper ruled with blank squares to be used for Bingo
- small pictures showing people in various occupations to fit in Bingo squares
- paste

PROCEDURES

1. Review sentences showing that "will" and "going to" may have the same meaning.

2. Say: "Today we will play a game, but first we will make the game. We will need paper, pictures and paste.

3. Ask: "What will we need to make the game?"
   Elicit:
   "We will need paper."
   "We will need paste."
   "We will need pictures."

4. Write above sentences on board, underlining word "will."

5. Follow same procedure (#3 and #4 above) with "going to" form. Write these on board next to sentences using "will". Stress that both sets of sentences mean the same thing.

6. Distribute small pictures to students, one at a time. (See Teacher Resource VIII-2.) Students identify each occupation and paste each picture randomly in the squares on blank Bingo page.

7. Stress that students are to "design" their own Bingo cards so that each student's card will be different.

8. Complete #6 above until all pictures are pasted.

9. Play Bingo. Here is one way. Using another set of the pictures, the teacher or a student plays the Bingo Master. He or she randomly pulls a picture, holds it up and identifies it. Each child places an X on that box. The first student who has a row of X's going vertically or diagonally calls "Bingo!"

TEACHER RESOURCES

VIII-3-Books

Frost, Marie. Fun with Action Rhymes. Elgin, IL: David C. Cook Publishing Co. 1981.
Pages 4, 5, 6: review of occupations (barber, crossing guard and the dentist) in poetry form; p. 12: a story of the cycle of seeds in poetry form.

Smiley, Palma and Gilleo, Alma. Rhythmic Activities. Elgin, IL: David C. Cook Publishing Co., 1981.
"The Crossing Guard" (p. 8) and "The Fireman" (p. 9) are presented with fingerplay actions.

Student Worksheet VIII-3

BINGO

		FREE SPACE		

Name ____________________________________

ACTIVITY VIII-4

Cognitive Skill: Drawing inferences

Linguistic Item: Use of how questions with adverbs ending in -ly

Concept: Review of occupations; community helpers

Materials:

- pictures of community helpers (See Teacher Resources VIII-2.)
- pictures (or realia) of bus, bat, some food items, thermometer, stethoscope
- seven adverb cards: "gently," "lovingly," "carefully," "rapidly," "rapidly," "merrily," "powerfully," "deliciously"
- Student Worksheet VIII-4

PROCEDURES

1. Review "will" and "going to". Review occupations and names of community helpers. Introduce "how" questions, which will be answered with "-ly" adverbs. (The "-ly" form of the adverb was introduced in Activity VII-9.)

2. Using pictures of people in specific occupations, pantomime and model the following song. Use any tune which fits the words and with which you feel comfortable.

I'm a helpful doctor as you can see.
I will check the children G..E..N..T..L..Y!

I'm a loving mommy, as you can see.
I will treat my children lovingly.

I'm a smart bus driver, as you can see.
I will drive this bus so carefully.

I'm a funny clown as you can see.
I will sing and dance merrily.

I'm a terrific ballplayer, as you can see.
I will hit the ball powerfully.

I'm a helpful nurse, as you can see.
I will take your temperature carefully.

I'm a firefighter, as you can see.
I will put out the fire rapidly.

I'm a famous runner, as you can see.
I will run a mile quickly.

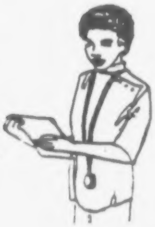
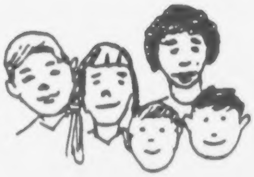
3. After demonstrating the above verses two or three times, introduce the written adverb cards to match the action pantomimed. Point out that ly is pronounced lee.

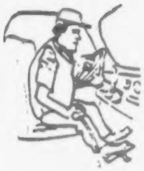
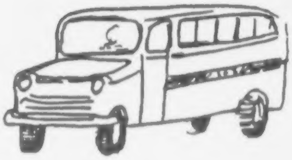
4. Give students an opportunity to pantomime above actions. Other students in group will guess the occupation and the adverb describing it.
   For example, say to Student A: "You're a bus driver. How do you drive the bus? Show us."
   Student A mimes a bus driver. Ask Student B: "How does he drive the bus?"
   Response: "Carefully." Display card showing word, "carefully." It may help to underline the ly.
   Continue game with: "You're a clown. How do you sing and dance?"

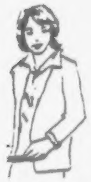
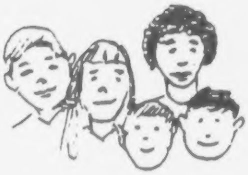
5. For further reenforcement, model and elicit:
   "How will the doctor check you over?"
   "Carefully."
   Have student select the word card carefully. Repeat until all verses have been practiced.

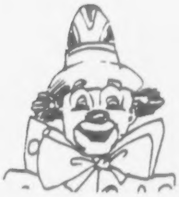
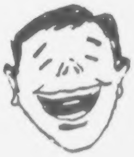
6. Do Student Worksheet VIII-4 orally with students, modeling and eliciting the appropriate adverbs in response to each question.

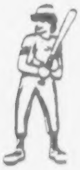
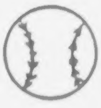
Student Worksheet VIII-4

1. How will the  check the 

2. How will the  drive the 

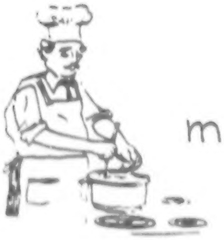
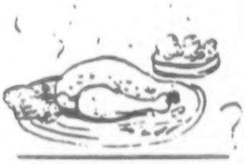
3 How will the  treat the 

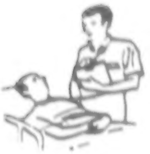
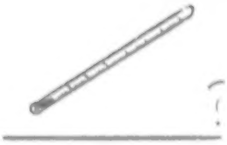
4. How will the  make you 

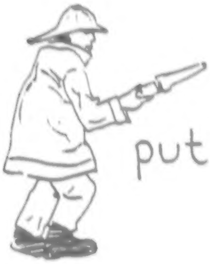
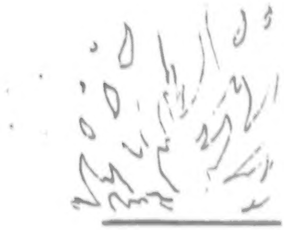
5. How will the  hit the 

Name ______________________________

Student Worksheet VIII-4 (cont'd)

6. How will the  make the  ______?

7. How will the  take your  ______?

8. How will the  put out  ______

Name ______________________________

ACTIVITY VIII-5

Cognitive Skill: Can draw inferences

Linguistic Item: Use of how questions with adverbs ending in -ly

Concept: Community helpers; school personnel.

Materials:

. seven -ly adverb flashcards (from Activity VIII-4)
. Teacher Resource VIII-5-Chart
. Student Worksheet VIII-5

PROCEDURES

1. Using pictures, review Activity VIII-4.
   MODEL: I'm a helpful nurse, as you can see.
   I will take your temperature carefully.

2. Teacher uses flashcards with adverbs "carefully," "merrily," "lovingly," "rapidly," "powerfully," "deliciously," and "gently," to cue other verses of song.

3. Emphasize use of "-ly" at end of words.

4. Explain that the class is going to learn how to play word games.

   MODEL AND ELICIT:
   How do you treat your sweetheart? Coldly or sweetly?
   I treat my sweetheart sweetly.
   Continue the above procedure for the following:

   MODEL

   How do you leave school on the last day in June? Sadly or gladly?
   How do you come into the classroom when the teacher is angry? Quickly or slowly?
   How does the ice cream slide down your sore throat? Roughly or smoothly?
   How does Superman fly? Slowly or quickly?
   How does the elephant walk? Roughly or gently?

5. After students have responded, encourage them to ask questions beginning with "How do.../"How does..."/"How did...."
   Example:
   Teacher cues: "Baby (loudly)."
   Student A asks: "How does the baby cry?" Student B picks up card and answers: "Loudly."
   Teacher cues: "Turtles (slowly)."
   Student A asks: "How do turtles walk?" Student B picks up card and answers: "Slowly."

6. Continue above exercise using all _ly_ adverbs previously used. See master list of adverbs in Teacher Resources VII-5.

   Note: Teacher may wish to display a chart of these adverbs with _ly_ written in or underlined in black.

7. Complete Activity Sheet VIII-5 - orally for younger students, in writing for older students.

Teacher Resource VIII-5-Chart

Master List of Adverbs ending in -ly

SYNONYMS			ANTONYMS	
quickly*	rapidly	swiftly	slowly*	
quietly*	loudly*		noisily*	
deliciously	yummily			
angrily*	harshly*		softly	calmly
hopefully			hopelessly	
badly*			nicely*	
coldly	icily		warmly	
happily*	gladly	merrily	sadly	
strongly			weakly	
beautifully*	prettily			
pleasantly*				
roughly			smoothly	
gently	tenderly			
suddenly				
immediately				
easily				
lovingly				
carefully			carelessly	
smartly	intelligently		stupidly	
laughingly				
powerfully				
oddly				
scarily				
longingly				

Note: These have been listed in categories of synonyms and antonyms in order to provide a review of Goal VI.

Student Worksheet VIII-5

Select the correct adverb to answer these how questions.

1. How did Superman fly over the city? ______________________
2. How did the young woman run in the race? ______________________
3. How did the old man with the long beard run in the race? ____________
4. How did the teacher speak to the student who forgot his homework?

   ____

5. How did the winner of the lottery go to the bank? ______________
6. How did the rock group sing? ______________________
7. How did Miss America say "thank you" for winning the contest? __________
8. How did the movie about ghosts end? ______________________
9. How did the boat move in the hurricane? ______________________
10. How did the ice cream slide down your sore throat? ______________
11. How did the mother kiss the baby? ______________________
12. How did the librarian talk in the library? ______________________
13. How did the teacher answer the question? ______________________

MIXED-UP
ANSWERS: TRY TO ANSWER WITHOUT LOOKING FIRST!!

intelligently - lovingly - smoothly - prettily
happily - slowly - swiftly - rapidly - angrily
loudly - scarily - roughly - quietly

Name ______________________

ACTIVITY VIII-6

Cognitive Skill:	Can observe details, draw inferences and discriminate functions
Linguistic Item:	Adverbs ending in -ly
Concepts:	Sports; communication

Materials:

- Two large brown envelopes of pictures; one of people engaged in sports activities; the other of sports implements

Note: Encourage children to bring in pictures for a class collection. After explaining meaning of each word, ask children to bring in pictures from home. As they bring the pictures in, allow them to place them in the appropriate envelope. This encourages categorization and reading of the category words.

PROCEDURES

1. Display sports pictures and introduce names and pictures of people engaged in sports activities, e.g., skier, baseball player, tennis player, rider.

2. Encourage children to look at sports figure pictures.
   Model and elicit:
   "She uses a racket. What is she? She is a tennis player."
   "He uses a bat. What is he? He is a baseball player."
   "They use skis. What are they? They are skiers."

3. Individual children now give clues. For example:
   Student 1: "He uses a pole. What is he?"
   Student 2: "He's a fisherman."

7. Repeat until students can associate names of sports and equipment and names of players.

TEACHER RESOURCES

VIII-6-Picture Books

The Vocabulary Builder. Skokie, IL: National Textbook Co., pp. 12 and 29.

ACTIVITY VIII-7

Cognitive Skill: Can observe details and draw inferences; can discriminate functions

Linguistic Item: Would

Concept: Communication

Materials:

- labeled pictures of types of communication: newspaper, telephone, television, radio, stereo, magazine, book, letter, walkie-talkie, etc.

PROCEDURES

1. Display pictures and explain the meaning of "communication." Classify items into two catagories: listening and speaking; reading and writing.

2. Ask students how many of these items they can name. Set pictures up where everyone can see them. Ask the following questions:

   If you wanted to hear music, you would listen to a _______________.
   If you wanted to see "Big Bird," you would watch a _______________.
   If you wanted to tell the President something, you would write a __________.
   If you wanted to have a pizza delivered, you would use a _______________.
   If you wanted to read the comics, you would get the _______________.

ACTIVITY VIII-8

Cognitive Skill: **Can observe details**

Linguistic Item: **Could**

Concept: **Review sports/sports equipment**

Materials:

- pictures of sports figures (See Teacher Resource VIII-8-Pictures.)
- chart with numbered pictures of swimmer, runner, karate expert, roller skater, football player, fisherman, hockey player, weightlifter, baseball player, rope jumper
- Student Worksheet VIII-8

PROCEDURES

1. Say, "We are going to play a game." Put the ten sports pictures in a bag or box. Select a picture without showing it. Mime the activity of the picture.

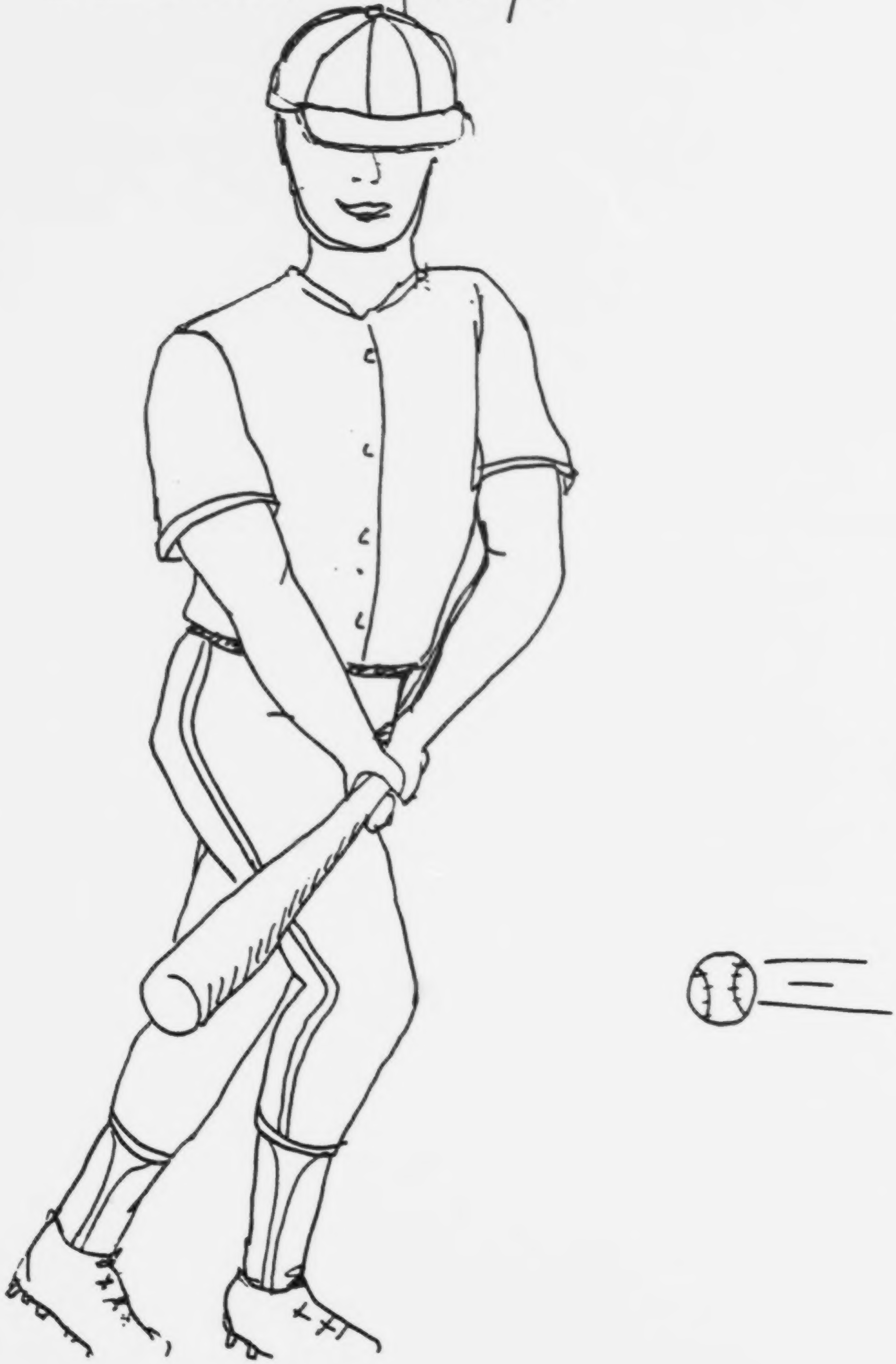
MODEL AND ELICIT What am I doing?
You are (jogging/running).
Who could I be (while pantomiming a sport, e.g., jogging/running)?
You could be a (runner).

2. Now let students take turns at selecting a picture and miming activity. After all students have had a turn, distribute Student Worksheet VIII-8. Instruct students to check number of picture on large chart in corresponding numbered box on their papers.

3. After each action is pantomimed and student has checked the box on activity sheet another student asks:
"What was Jose?"
Response:
"José was a swimmer."

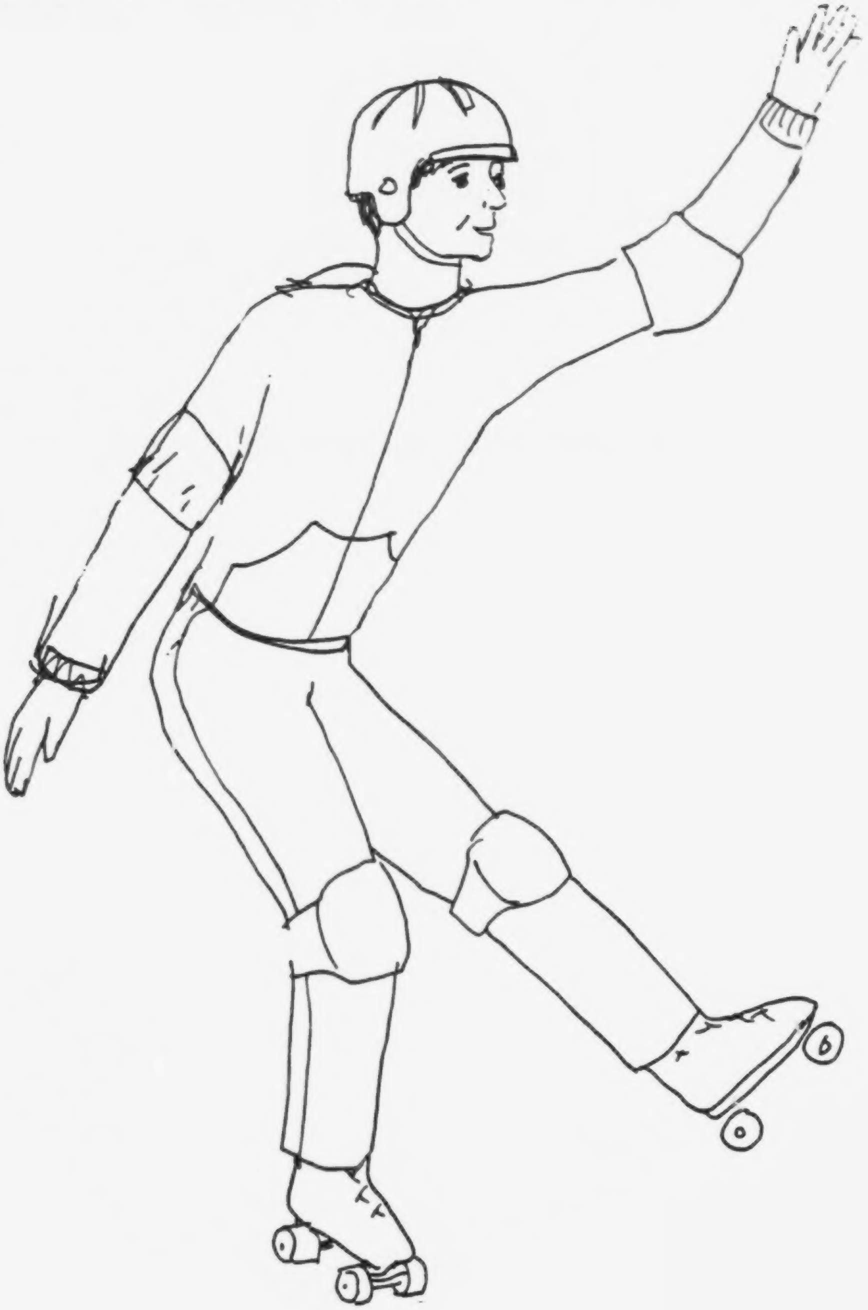
4. As a review, mark the large chart by writing the name of the student in the box corresponding to his or her mime.

baseball player

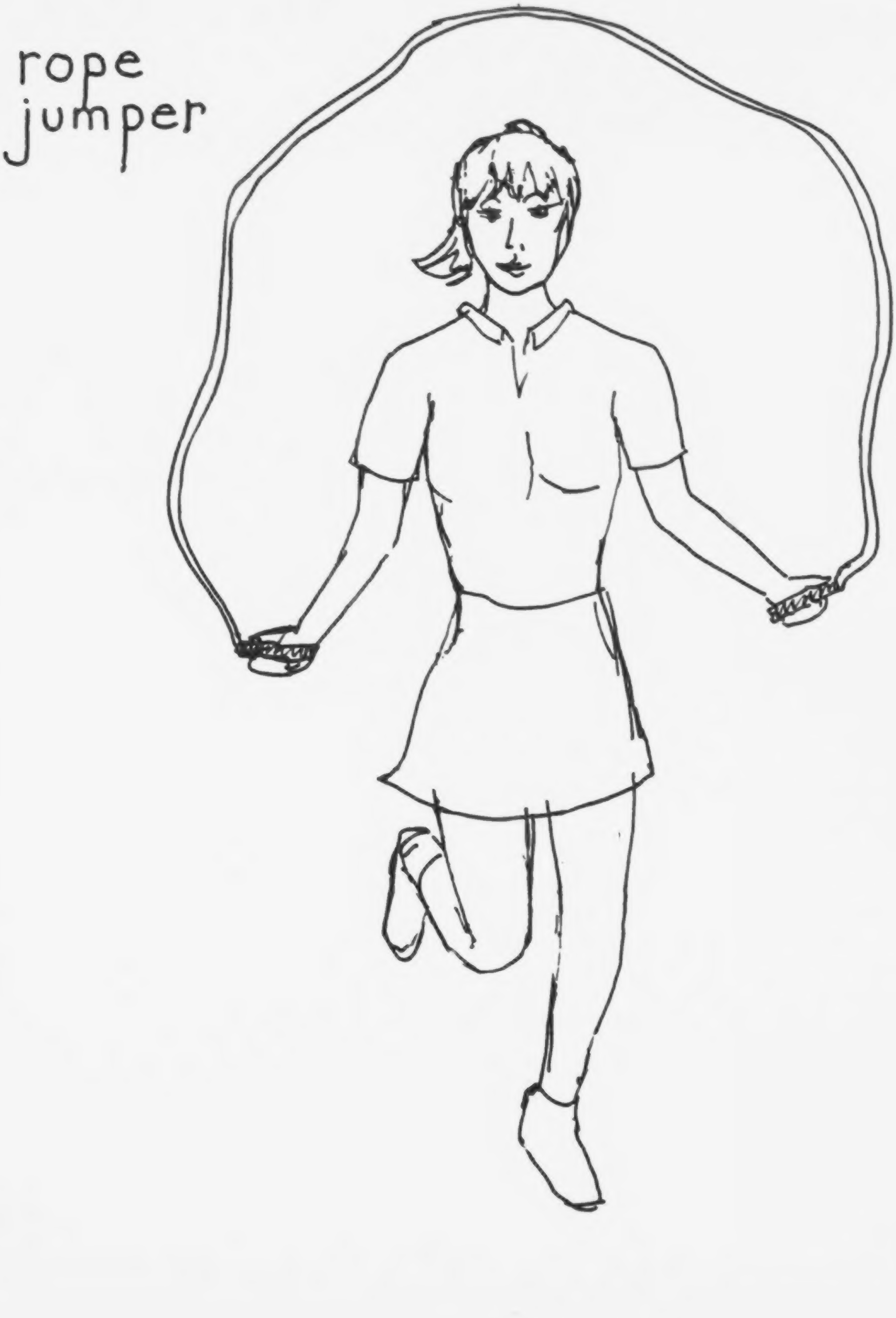


Teacher Resource VIII-8-Pictures (cont'd)

roller skater

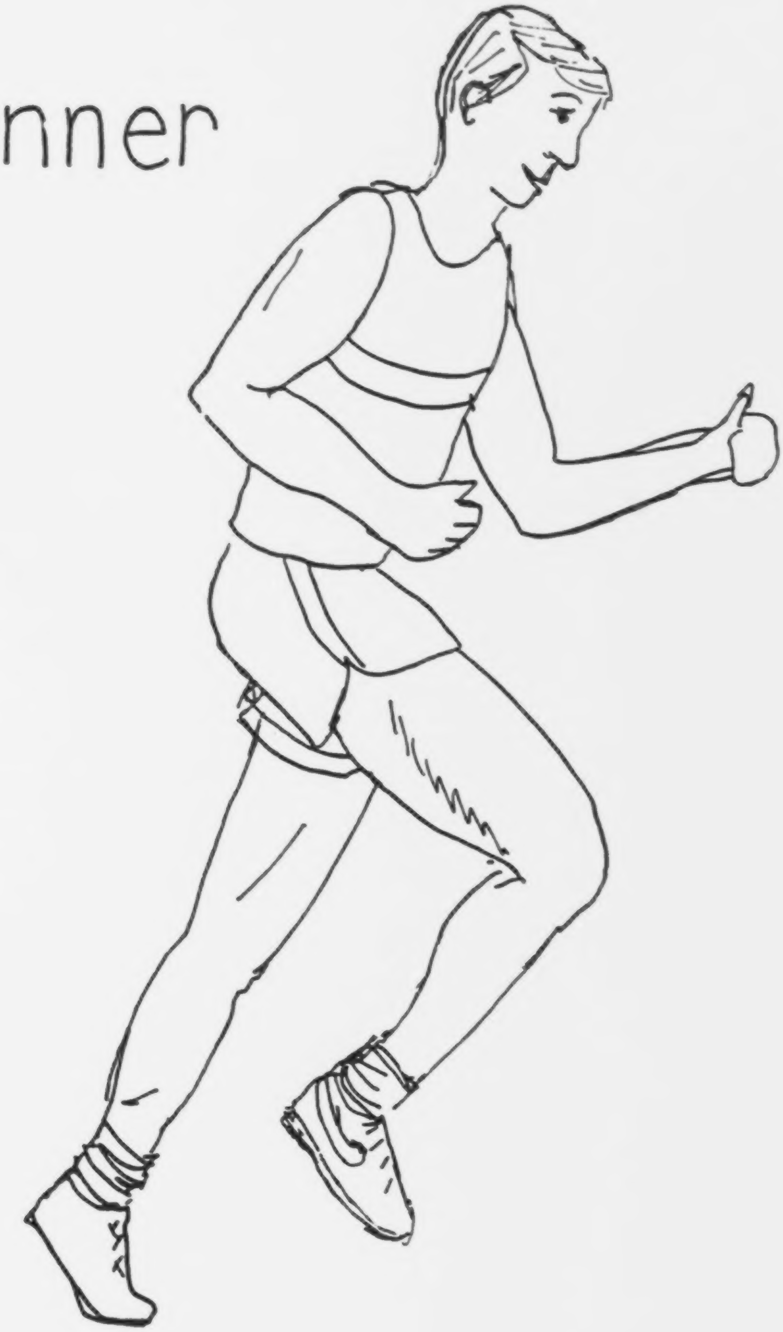


Teacher Resource VIII-8-Pictures

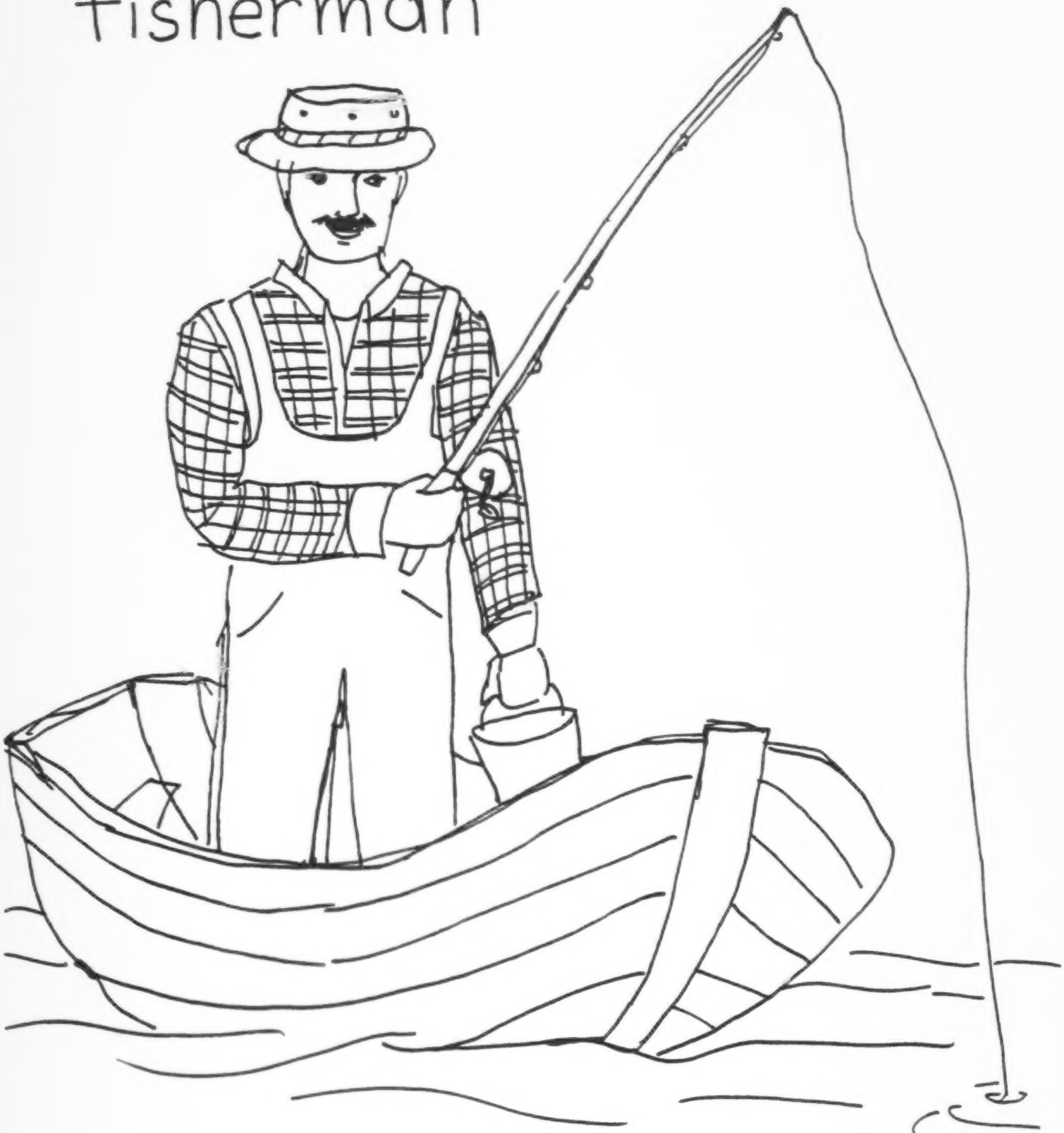

rope jumper

Teacher Resource VIII-8-Pictures (cont'd)

runner

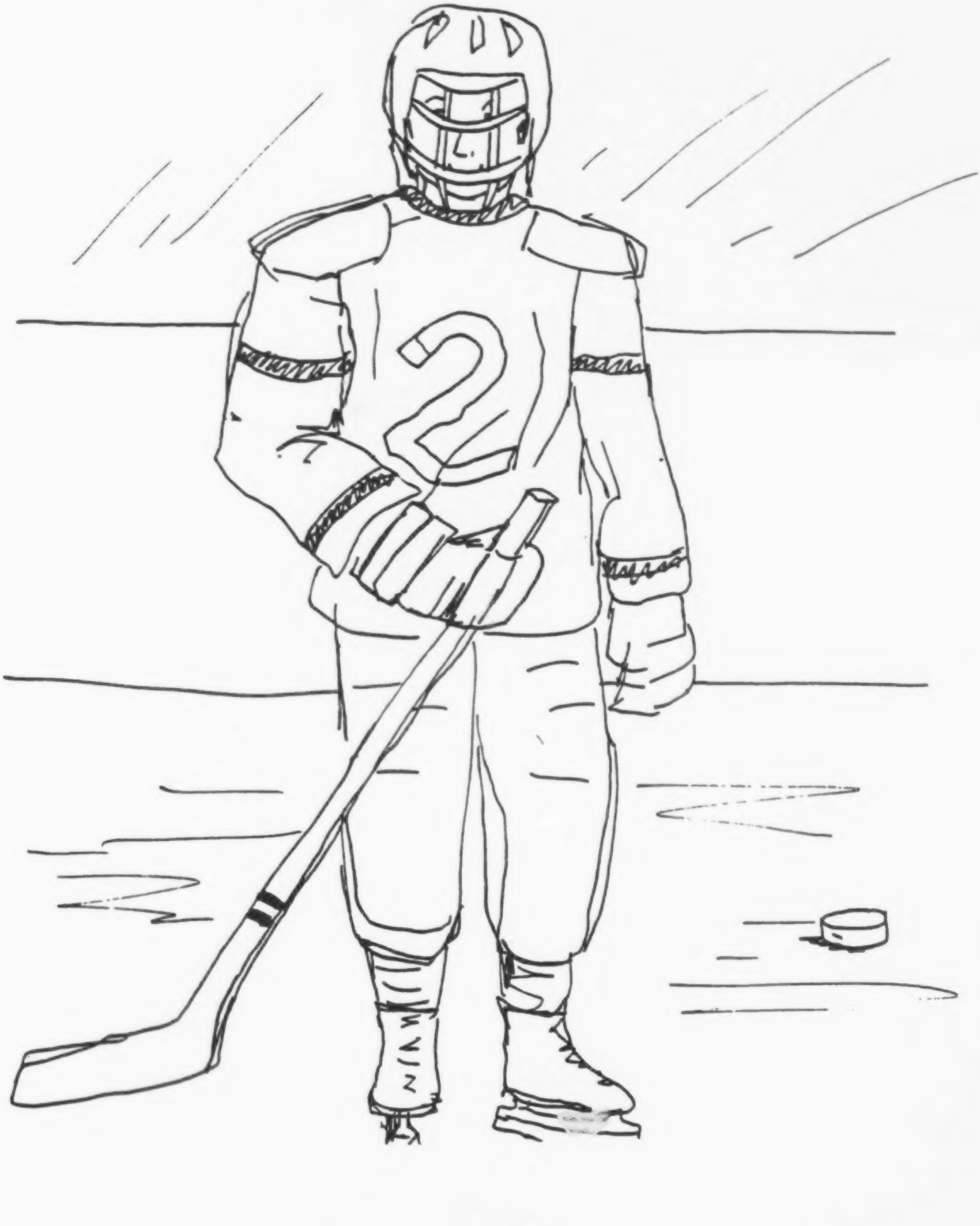


fisherman

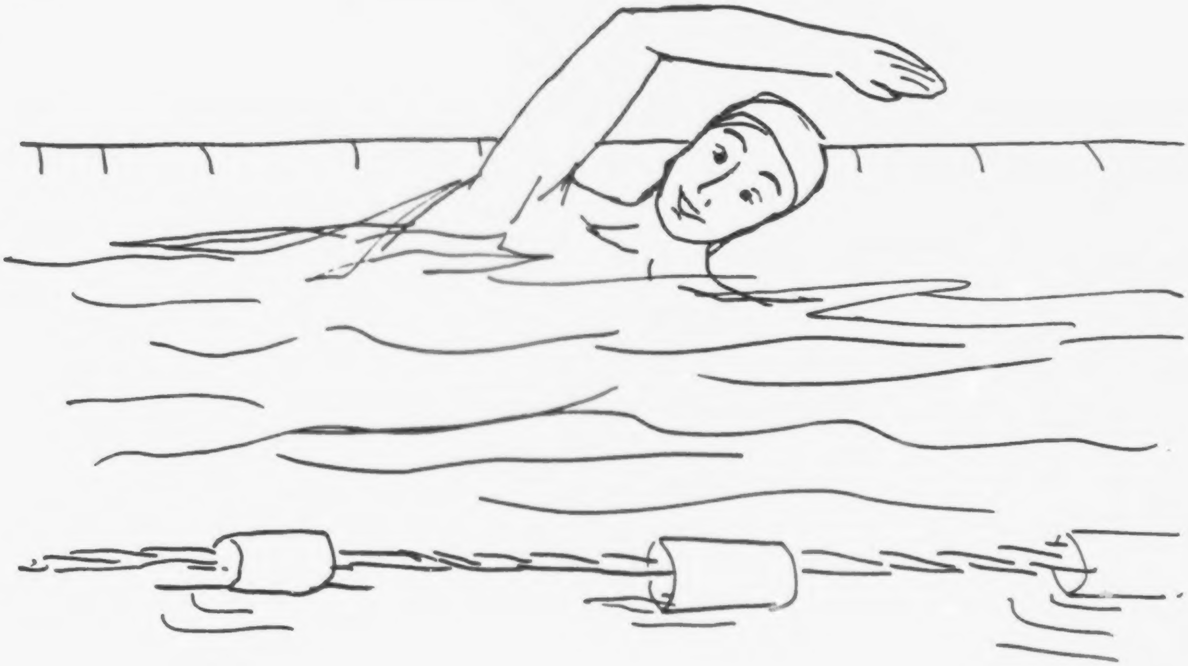


Teacher Resource VIII-8-Pictures (cont'd)

hockey player

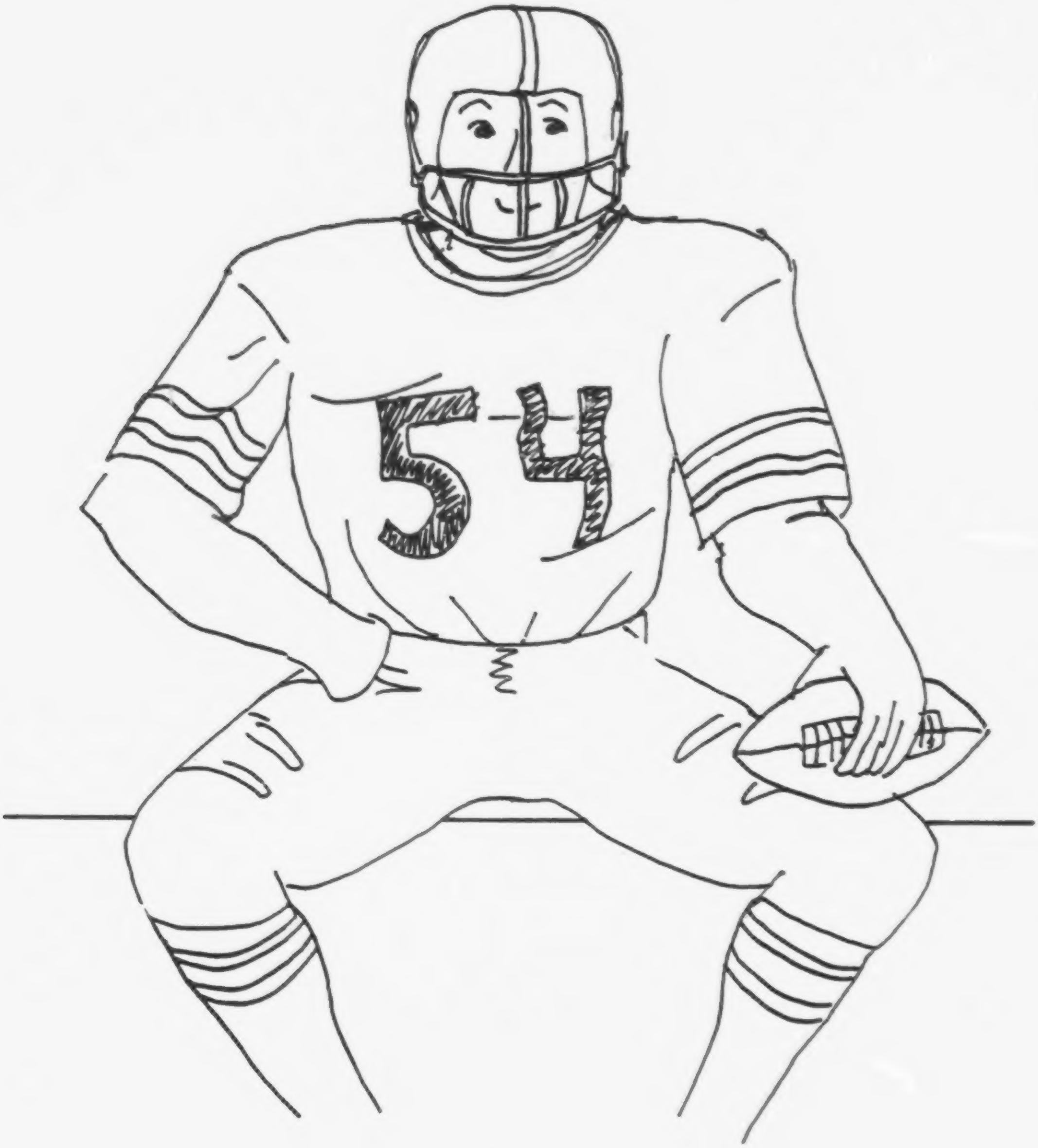


swimmer

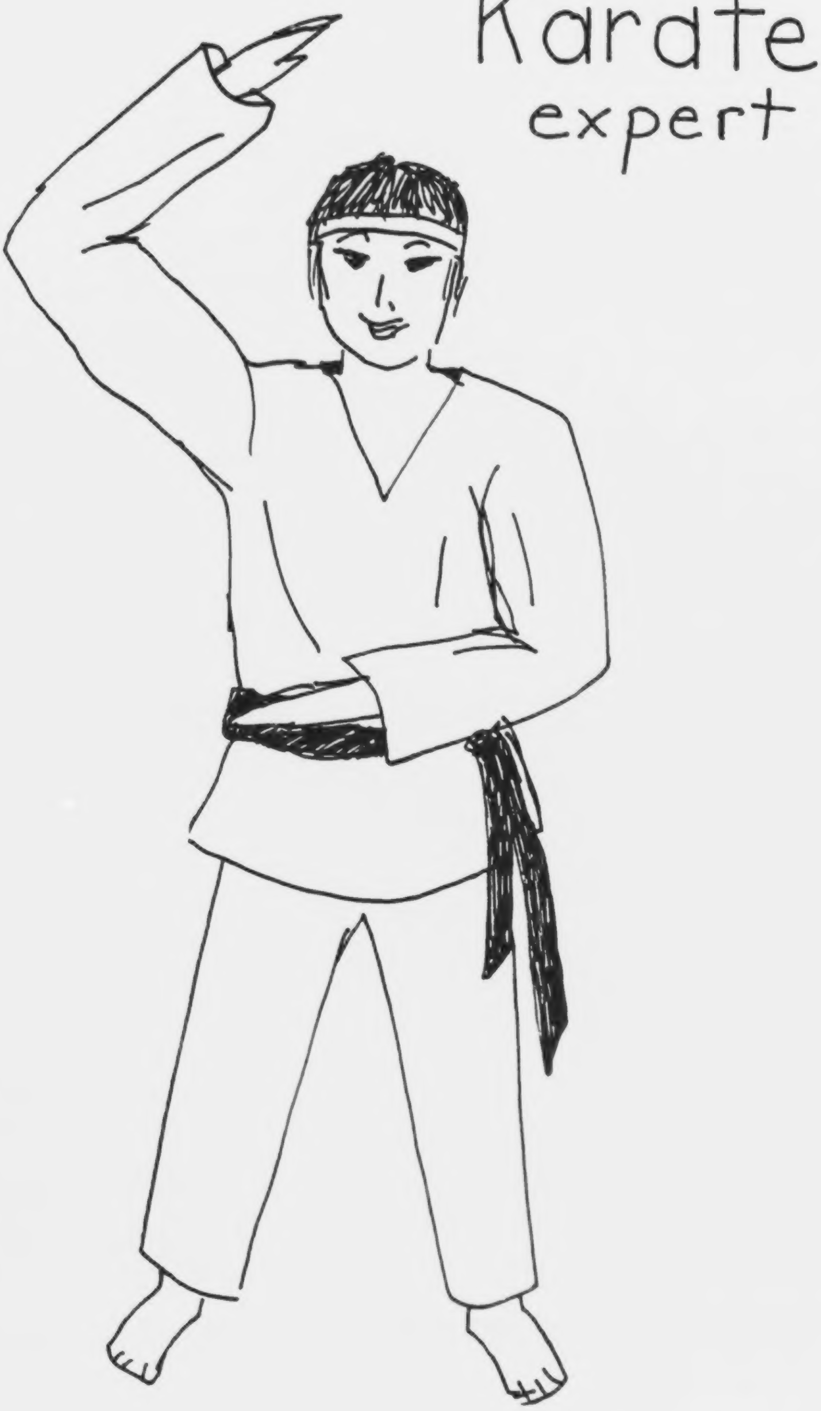


Teacher Resource VIII-8-Pictures (cont'd)

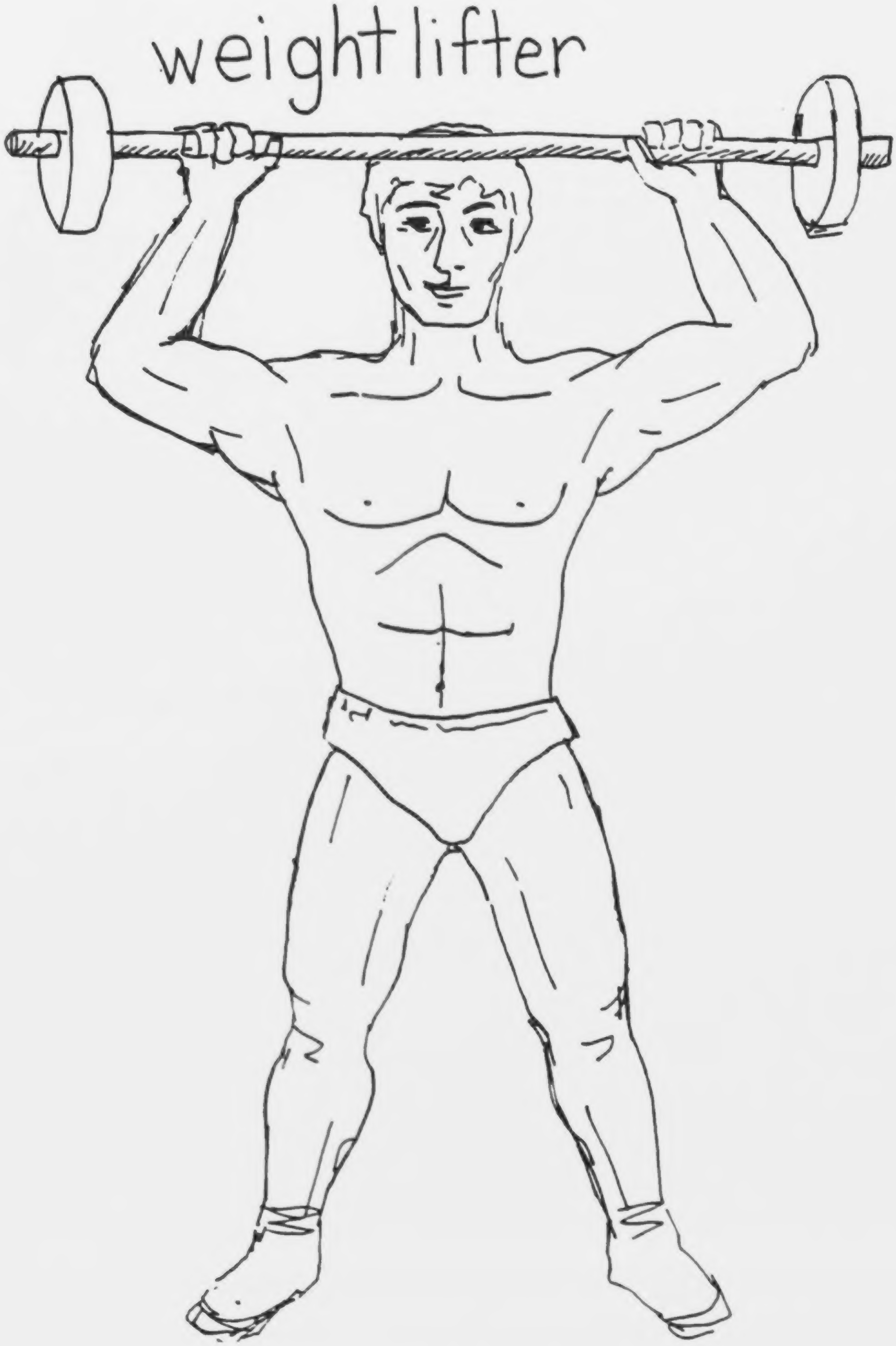
football player



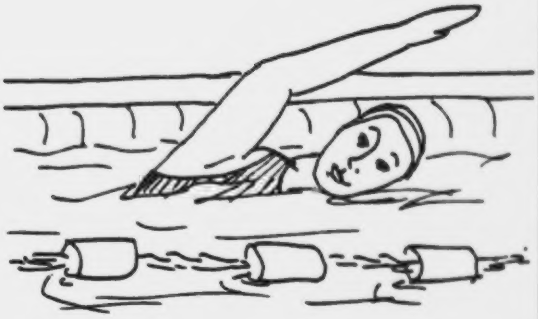
Teacher Resource VIII-8-Pictures

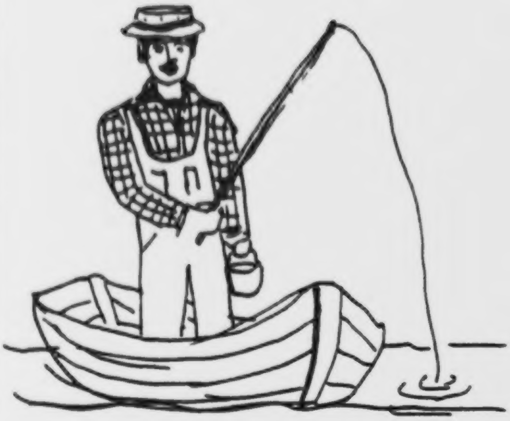

Karate
expert

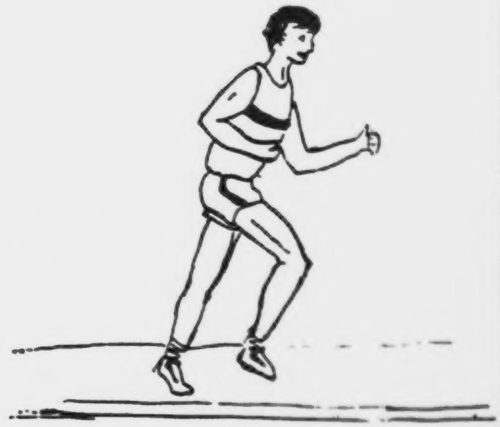
Teacher Resource VIII-8-Pictures (cont'd)

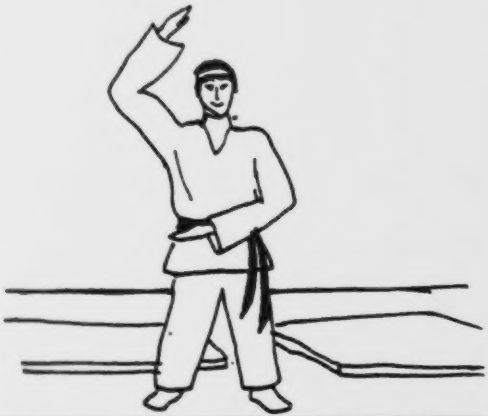

weight lifter

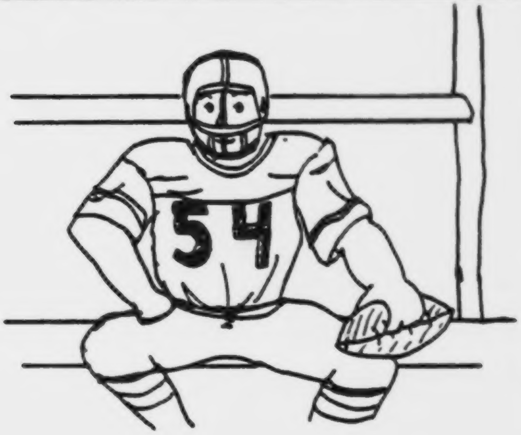
Student Worksheet VIII-8

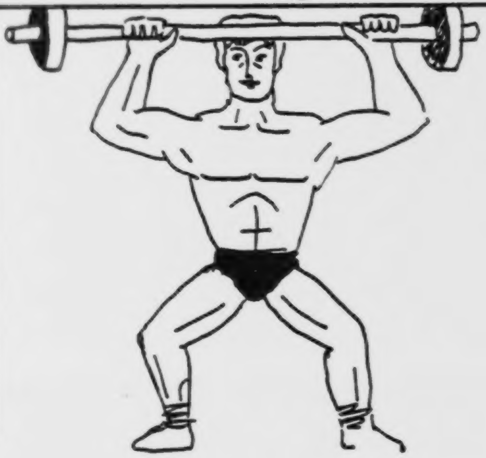






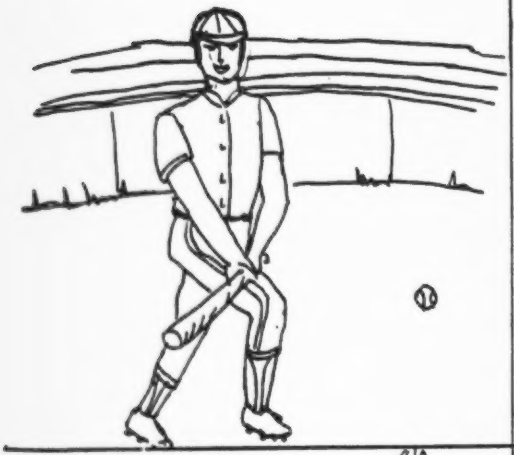


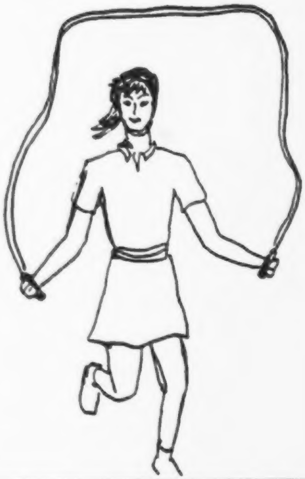


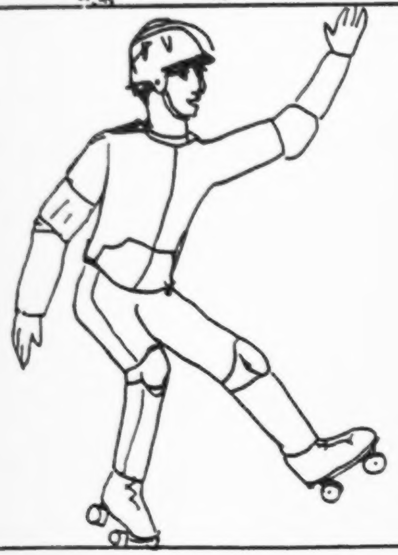


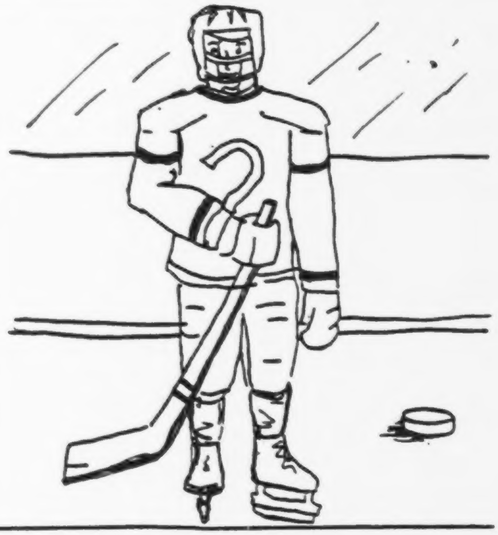
Name ____

Student Worksheet VIII-8 (cont'd)









Name ____

SW VIII-8 (p. 2 of 2)

ACTIVITY VIII-9

Cognitive Skill: Can observe details and draw inferences

Linguistic Item: Use of should; contrast simple present and present continuous; every day; right now; every ______ (Monday, etc.)

Concept: Sports

Materials:

- a class set of sports figure pictures with a slit cut in each (Teacher Resource VIII-9-Pictures)
- two envelopes, one containing pictures of all sports figures with a slit cut someplace in the picture, the other containing pictures of equipment each sport needs, i.e., bat, racket, ball, etc.
- word cards: "every day," "right now," "should," every Monday (Tuesday, Wednesday, etc.)
- Student Worksheet VIII-9

PROCEDURES

1. Model and elicit things we "should" do every day, for example:
   MODEL
   We should (brush our teeth/wash our face/do our homework/eat good food) every day.
   (Teacher shows word cards with "should" and "every day" written on them.)

2. MODEL AND ELICIT
   When we brush our teeth (write in class, read in class, etc.), what should we use?
   We should use a toothbrush (pen, book, etc.).

3. Display picture of a sports figure, e.g., a baseball player.
   MODEL AND ELICIT
   What does (he/she) use (every Monday/every day)?
   (He/She) uses a (bat) (every Monday/every day).
   (Teacher holds up word card with "every day" written on it.)

4. Place picture of bat in slit on picture of player.
   (Note: "Fun Tack" can be used to affix pictures to each other if you don't wish to cut a slit.)

   MODEL AND ELICIT
   What is (he/she) using right now?" (Hold up word card with "right now" written on it.)
   (He/She) is using a bat right now.

5. Make sure to use "every day," "every (+ day of the week)," and "right now." Repeat above procedure until students demonstrate awareness of difference between simple present and continous "-ing" form.

6. Place two envelopes on ledge. Direct student to go to first envelope and randomly select a picture of a player.

   MODEL AND ELICIT
   What does (he/she) use every day (every Monday, etc.)?
   (He/She) uses a bat every day.

7. Student at ledge will now randomly select a picture from the second envelope. (The student may now get a picture of a tennis racket, but has selected the picture of a baseball player from the first envelope.) Place picture child has selected from second envelope (perhaps a tennis racket) and arrange it in the slit on the first picture the child has selected (in this case, the baseball player).

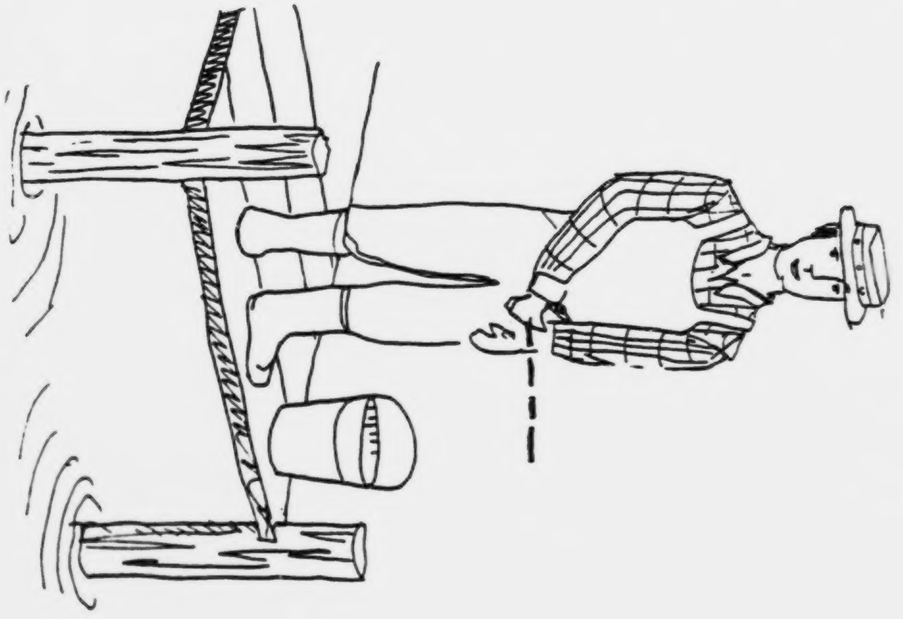
   MODEL AND ELICIT
   What is the baseball player using right now?
   (He/She) is using a tennis racket right now.
   What should (he/she) use?
   (He/She) should use a bat.

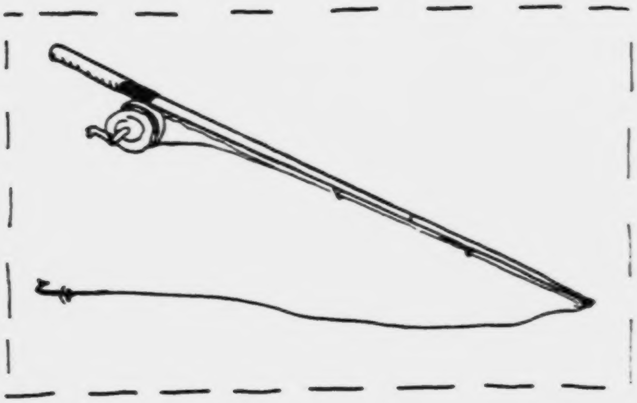
8. Since these two pictures don't match, student returns pictures to appropriate envelopes and another student has a turn. When a match is made, student keeps pictures.

9. Using above pattern, play game until all matches have been made. Student with most matches wins.

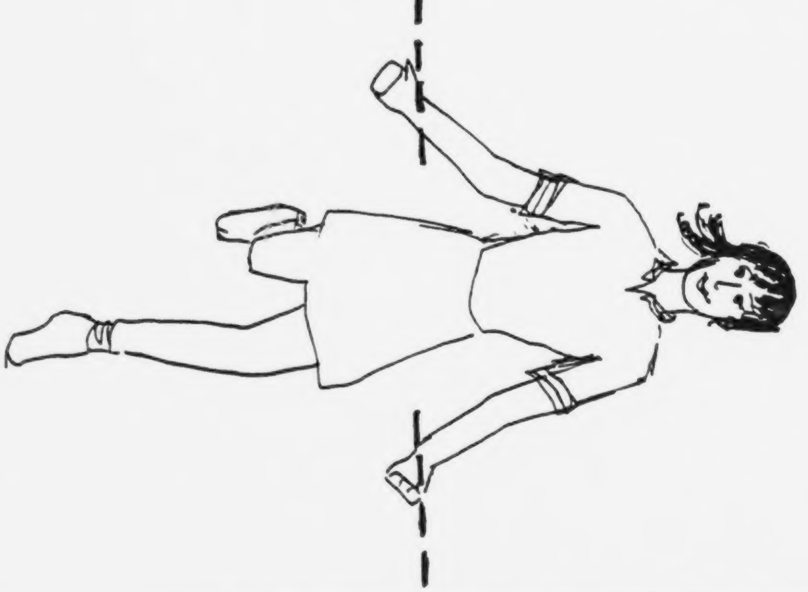
10. Do Student Worksheet VIII-9. Try to use actual students' names on this worksheet.

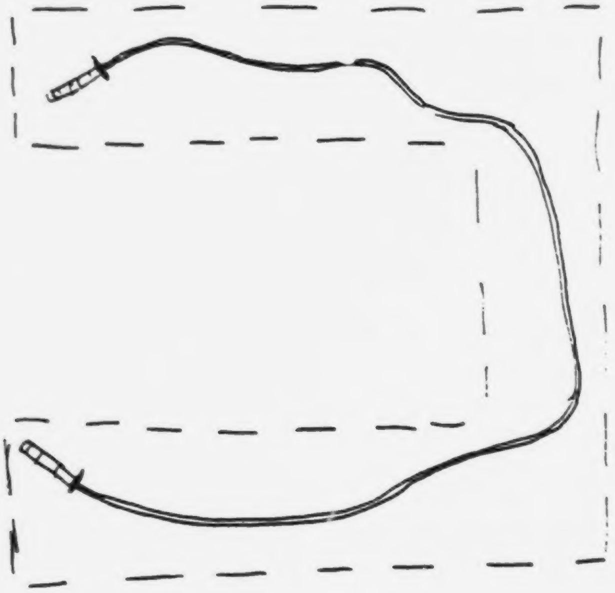
Teacher Resource VIII-9-Pictures



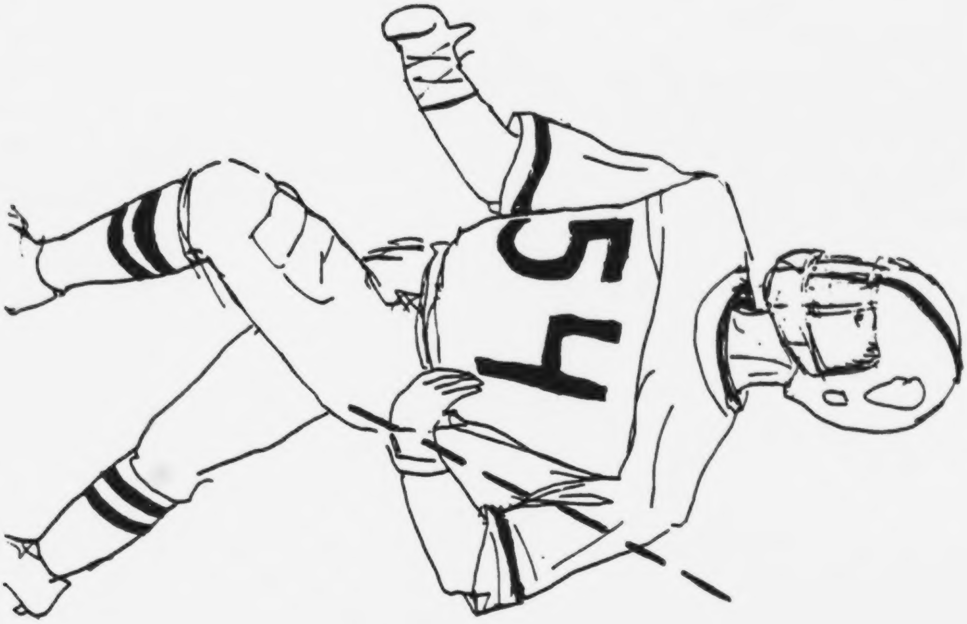


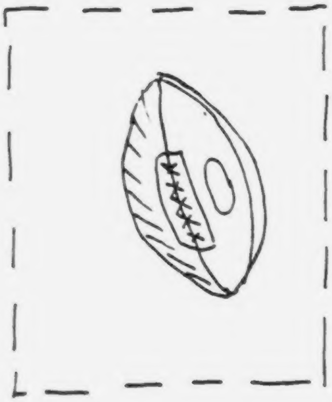
Teacher Resource VIII-9-Pictures (cont'd)



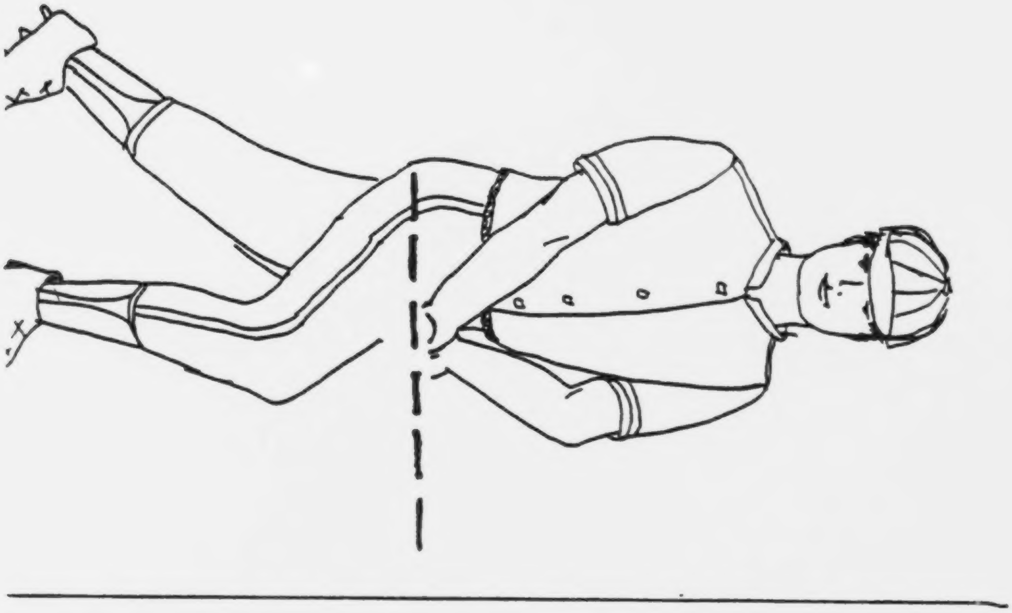


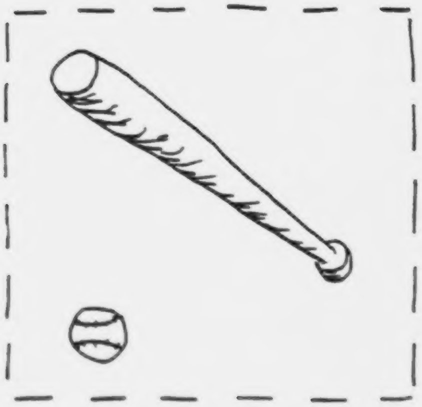
Teacher Resource VIII-9-Pictures (cont'd)



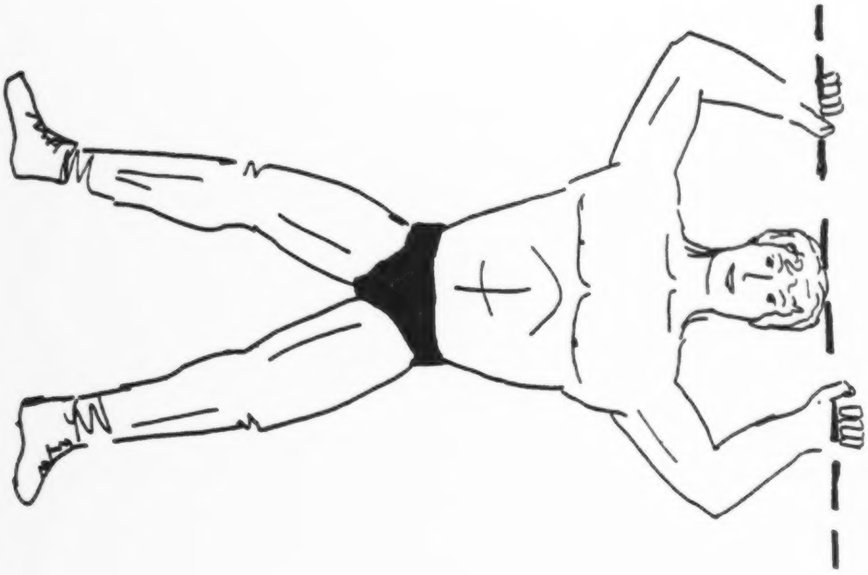


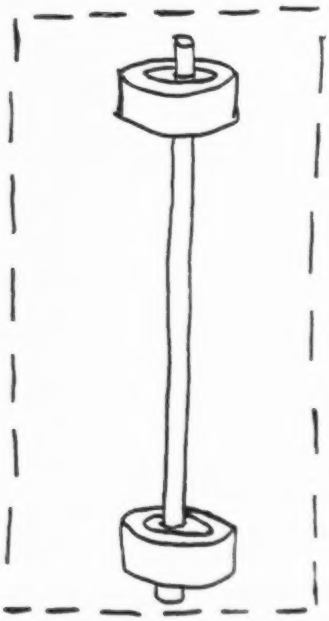
Teacher Resource VIII-9-Pictures (cont'd)



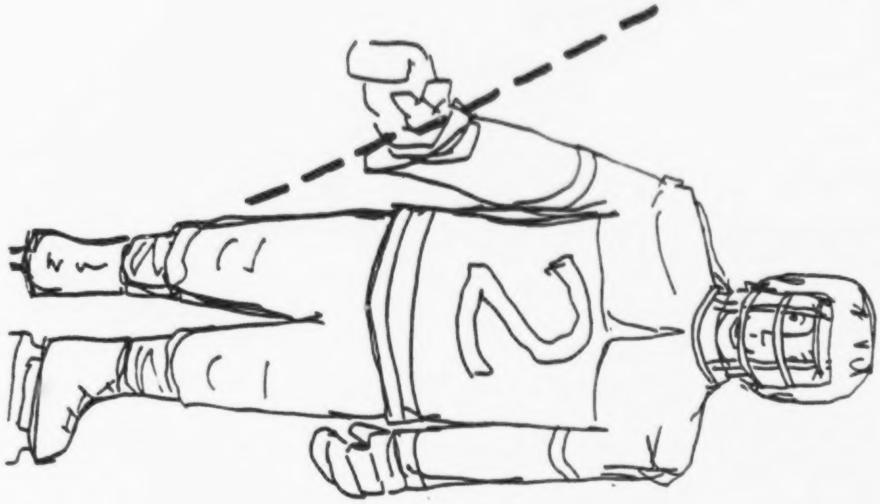


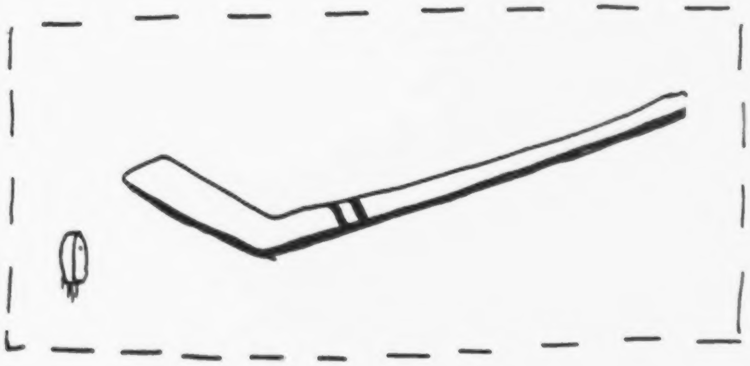
Teacher Resource VIII-9-Pictures (cont'd)





Teacher Resource VIII-9-Pictures (cont'd)





Student Worksheet VIII-9

Every day - Now

1. Henri ________ a pencil to do his work every day.
use - uses - is using

2. John ________ a blue crayon right now.
use – uses – is using

3. Rosa ________ now.
work - works - is working

4. Kim ________ ball right now.
play - plays - is playing

5. Chin ________ to eat every day.
need - needs - is needing

6. Leon ________ a bath every day.
take - takes - is taking

7. Jean ________ face every morning.
wash - washes - is washing

Name ____________________

Student Worksheet VIII-9 (cont'd)

8. Poalo ______________ the teacher now.
help - helps - is helping

9. Maria's mother ____________ every night.
cook - cooks - is cooking

10. Mary ____________ in school now.
sit - sits - is sitting

Name ____

ACTIVITY VIII-10

Cognitive Skill: Can observe details and draw inferences

Linguistic Item: Review contrast of simple present with continous (-ing) form; should and would

Concept: Tools; review of community workers/occupations; review of sports/sports equipment

Materials:

two envelopes (as in Activity VIII-9), one containing pictures of community workers/occupations, the other containing pictures of tools appropriate to these workers, including kitchen tools (baking pans, rolling pin, etc.); home tools (saw, screwdriver, pliers, nails, shovel, hammer, wrench, etc.); garden tools (shovel, rake, hose, spade, axe, lawn mower, clippers, etc.); and tools appropriate to a particular occupation (paintbrush, thermometer, etc.)

. Student Worksheet VIII-10

PROCEDURES

1. Line up pictures of workers on ledge. Review names.

2. Hold up picture of a tool, name it and match it to one of the workers, e.g., frying pan + teacher.

   MODEL AND ELICIT

   Would the teacher use the frying pan in class?
   No, (he/she) wouldn't.
   Who should use the frying pan?
   The cook should use the frying pan.

3. Continue #2 until students learn the names of several new tools and the tools are matched with the workers.

4. Play the same matching game outlined in Activity VII-9. Have a student select a picture of a worker from one envelope, and a picture of a tool from second envelope. Places tool next to picture of worker.

5. MODEL AND ELICIT

   What is the nurse using now?
   (He/She) is using a baking pan now.
   Would the nurse use a baking pan every day?
   No, (he/she) wouldn't.
   What should (he/she) use?
   (He/She) should use a thermometer.

6. Play game until all matches are made. Student with most matches wins.

7. Do Student Worksheet VIII-10.

Student Worksheet VIII-10

Match the worker with the tool.

_____	1. painter	b.	paint brush
_____	2. farmer	a.	tractor
_____	3. tailor	c.	sewing machine
_____	4. lawyer (female)	h.	briefcase
_____	5. astronaut (female)	j.	space helmet
_____	6. baseball player	i.	bat
_____	7. tennis player (female)	g.	raquet
_____	8. nurse	d.	thermometer
_____	9. cook	e.	stew pot
_____	10. firefighter	f.	hose/ladder

Fill in blanks below.

1. The painter should use a ____________________.
2. The __________________ should use a tractor.
3. The tailor ________________ use a sewing ____________________.
4. The lawyer should _______________ a briefcase.
5. The astronaut should use a _____________________ helmet.
6. The baseball ___________________ should use a bat.
7. The _______________ player should use a raquet.
8. The __________________ should use a thermometer.
9. The cook should use a ________________.
10. The firefighter _____________ ____________ a hose and ladder.

Name ____

SW VIII-10

ACTIVITY VIII-11

Cognitive Skill: Can observe details and draw inferences

Linguistic Items: How many? (Review of Goal VI); why questions; review of future (will/am going to)

Concept: Science; how plants grow*

Materials:

- seeds
- paper cups
- soil
- water
- spoon to water seeds
- tongue depressors with names of students written on them
- poem: "I Planted Seeds" (See Teacher Resource VIII-11-Poem.)
- The Carrot Seed by Ruth Kraise or A Sunflower Grew by Aileen Fischer, or any book showing stages of growth of a seed
- experience chart (See Teacher Resource VIII-12-Chart.)

PROCEDURES

1. Introduce fingerplay using poem in Teacher Resource VIII-11.

2. Discuss student experiences with planting seeds, gardens, plants, etc. Follow with reading of The Carrot Seed or And A Sunflower Grew, if available. Ask: "What do you think will happen next?" Display planting materials.

3. MODEL AND ELICIT

   We are going to plant seeds.
   What are we going to need?
   We (are going to need) soil, cups, seeds, water, light, name sticks.

4. Give out directions sheet (review Goal II) so that students may plant seeds. Help students read sheet. Students plant seeds independently (with help, if necessary, from teacher).

5. Make class experience chart as in Teacher Resource VIII-12. Fill in students' names and encourage them to fill in data.

6. Ask:
   "How many seeds did you plant?"
   "How many holes did you make?"
   "How many spoons of water did you use?"

*An activity which will continue for several weeks.

7. Ask: "How will we help our plants?
Model and elicit:
"We will water them.
"We will give them light/sun.
"We will watch them."
"We will "talk" to them."
"We will keep them warm."

8. Ask: "What's happening to the seed?"

The seed is growing now.	The seed grows every day.
We look at the seed every day.	We are looking at the seed now.
We water the seed every day.	We are watering the seed now.
We keep the seed warm every day.	We are keeping the seed warm now.
The sun is shining now.	The sun comes up.

9. Put seeds near a source of light and watch them grow daily. Mark chart as necessary. (A follow-up activity appears on p.556, but may be used anytime seed project is completed.)

Teacher Resource VIII-11- Poem

I Planted Seeds

I plant a little seed in the
dark, dark ground.
Out comes the sun -- big and round

Down comes the rain --
slow, slow, slow

Up comes the little seed -- grow, grow, grow!

ACTIVITY VIII-12

Cognitive Skill: Can discriminate functions

Linguistic Items: Shall and should

Concept: Tools

Materials:

- pictures of tools used in Activity VIII-10
- song: "A Hole in the Bucket"
- pictures of straw, stone, bucket (with hole in it)
- Teacher Resource VIII-12-Chart
- copies of Teacher Resource VIII-12-A-Song

PROCEDURES

1. Check on planted seeds.

   Note: Hereafter, until seeds grow and project is finished, either at the beginning or at the end of each subsequent lesson, take a few minutes to observe progress and mark chart.

2. Write word "should" on board. Ask students to pronounce it.

3. Display pictures of tools on chalk ledge and tell students to guess the answer to a question. Ask: "The carpenter is going to make a toy chest for you. What tool should (he/she) use?"

4. Students select appropriate tools and respond:
   "(He/She) should use the saw."
   "(He/She) should use the hammer."

   Continue until review is complete.

5. Explain that students will be hearing a new word, "shall," which can have the same meaning as "should." Write "shall" on the board.

6. Introduce song by telling the story of Henry and Lisa (a lazy man and his hard working wife). Mime and explain song/poem.

   Note: This song can be sung as a calypso tune, but you may use it as a poem.

7. Sing or recite song twice. The first time, the students listen to entire song. The second time, teacher asks students to raise their hands when they hear the new word "shall."

8. Cut copies of song into sections so that each child has a section to read/sing.

9. Use song as cloze exercise with students filling in shall or should as teacher directs.

10. These verses may be used to practice sequencing skills as well.

11. Use this song to ask implicit/explicit text questions, such as:
"What are the names of the man and woman in this song?" (explicit)
"Why does Henry keep asking Liza what to do?" (implicit)

TEACHER RESOURCES

VIII-12-Books

Fisher, Aileen. Plant Magic. Glendale, CA: Bowmar/Noble Publishers, Inc., 1977.
Good for observing details and discriminating functions.

Kraus, Ruth. The Carrot Seed. Englewood Cliffs, NJ: Scholastic, Book Services, 1945.
Very short, simple story of a little boy and the carrot seed he plants; good for drawing inferences.

Fisher, Aileen. Seeds on the Go. Glendale, CA: Bowmar/Noble Publishers, Inc., 1977.

Webber, Irma. Up Above & Down Below. Glendale, CA: Scott, Foresman, & Co., 1948.
This book furthers understanding of how plants and seeds grow above and under the ground.

TEACHER RESOURCES

VIII-12-Fingerplays

A Bit O' Bounty
(The Study of Plants)

It's fun to climb the trees outside,
(Hand-over-hand climbing motion with arms)
They stand so tall and strong.
(Raise arms to indicate branches.)
The lawn of grass hides anthills well,
(Extend fingers of one hand for grass, "climb" with index and middle of other)
Each blade so green and long.

Vines that look like leafy ropes
Up the tree trunks crawl.
(One forearm becomes vertical for trunk, other arm's index and middle finger "crawl" up)
Bushes look like little trees
(One forearm is horizontal for ground, other forearm is vertical and elbow touches horizontal forearm to make tree)
Without a trunk at all.
(Lower vertical forearm until only "Branches" (hand) touch "ground")

Planting a Bean

Here I have a little bean (Hold up tightly curled index finger)
I'm going to plant outside.
I put beans and tools into my wagon (Make appropriate gestures)
And take them for a ride. (Bend over to pick up "wagon" handle; pull and walk)

When I find the perfect spot, (Hands on hips, look down, smile, nod)
I get my little rake, (Left hand holds stiff right forearm; right hand is a claw)
I drag it through the rich brown dirt (Make raking motions)
With care, so it won't break.

Next, I take the shovel out (Right hand claw changes into cup)
And dig a little hole. (Dig)
I drop in the seed and cover it up (Do so; pat surface with back of cupped hand)
And mark it with a pole. (Hammer left hand with right)

Last of all, I water the ground,
So the bean is sure to sprout, (Water ground motions)
And the next time I go passing by,
A tiny green leaf peeks out. (Hands flatly together on one side; lower index finger pokes up between upper hand's fingers)

Teacher Resource VIII-12-Chart

SEED CHART

Name	Date of planting	How many seeds did I plant	What kind of seeds	Times watered	Date I saw first plant

Teacher Resource VIII-12-A-Song

A HOLE IN THE BUCKET
(A Song between a lazy man and his working wife)

1. There's a hole in the bucket, dear Liza, dear Liza.
There's a hole in the bucket, dear Liza, a hole.

2. Go fix it, dear Henry, dear Henry, dear Henry.
Go fix it, dear Henry, dear Henry, go fix it.

3. With what shall I fix it, dear Liza, dear Liza?
With what shall I fix it, dear Liza, with what?

4. Go fix it with straw, dear Henry, dear Henry.
Go fix it with straw, dear Henry, with straw.

5. But the straw is too long, dear Liza, dear Liza.
The straw is too long, dear Liza, too long.

6. Then cut it, dear Henry, dear Henry, dear Henry.
Then cut it, dear Henry, dear Henry, cut it!

7. With what shall I cut it, dear Liza, dear Liza?
With what shall I cut it, dear Liza, with what?

8. With an axe, dear Henry, dear Henry, dear Henry.
With an axe, dear Henry, dear Henry, with an axe!

9. But the axe is too dull, dear Liza, dear Liza.
The axe is too dull, dear Liza, too dull!

10. Then sharpen it, dear Henry, dear Henry, dear Henry.
Then sharpen it, dear Henry, dear Henry, hone it!

11. On what shall I sharpen it, dear Liza, dear Liza?
On what shall I sharpen it, dear Liza, on what?

12. On a stone, dear Henry, dear Henry, dear Henry.
On a stone, dear Henry, dear Henry, on a stone!

13. But the stone is too dry, dear Liza, dear Liza.
The stone is too dry, dear Liza, too dry!

14. Then wet it, dear Henry, dear Henry, dear Henry.
Then wet it, dear Henry, dear Henry, WET IT!

15. With what shall I wet it, dear Liza, dear Liza?
With what shall I wet it, dear Liza with what?

16. With water, dear Henry, dear Henry, dear Henry.
With water, dear Henry, dear Henry, with water.

Teacher Resource VIII-12-A-Song (cont'd)

17. In what shall I carry it, dear Liza, dear Liza?
    In what shall I carry it, dear Liza, in what?

18. In a bucket, dear Henry, dear Henry, dear Henry.
    In a bucket, dear Henry, dear Henry, in a bucket.

19. BUT: THERE'S A HOLE IN THE BUCKET, DEAR LIZA............

(Ask: "Which one are you -- Henry or Liza?"

ACTIVITY VIII-13

Cognitive Skill: Can observe details and draw inferences

Linguistic Item: Would, could

Concept: Review sports, animals (Goal VIII), tools

Materials:

. copy of "The Horse March" from Graham, Carolyn. Jazz Chants. New York: Oxford University Press, 1979, p. 83.
. copies of Student Worksheet VIII-13

PROCEDURES

1. Ask students:
   "If you were a painter, what tool would you use?"
   (Review with as many tools as possible.)
   "What would you do if you had a paintbrush (hose, etc.)?"
   "I would paint."

2. Explain that sometimes we wish we had some new and different things. Introduce students to a "poem" about a child who wishes he/she had a horse. Read poem to students.

3. Ask questions to elicit explicit or implicit answers.
   Example:
   a. What does the child wish?
      Cue answer: (She/He) wishes for a horse.
   b. Where would the horse stay every day?
      Cue answer: The horse would stay by my window.
   c. Why does the child want a horse?
      Cue answer: The child wants a horse because (he/she) is lonely.
   d. What do you think the child would do every day with the horse?
      Cue answer: The child would ride it.
   e. What kind of an animal do you wish you had?
      Cue answers to follow pattern.
      Student: I wish I had a __________.
      Teacher: Why would you like a __________?
      Student: I would like a _________ because __________.

4. Distribute Worksheet VIII-13 to students for reading practice. Help students to "read" the poem.

Teacher Resource

Einsel, Walter. Did You Ever See? Englewood Cliffs, NJ: Scholastic Book Services, 1962.
Excellent for drawing inferences and reviewing simple rhymes.

Student Worksheet VIII-13

THE HORSE MARCH

I wish I had a horse.
I wish I had a horse of my own.
And if I had a horse of my own,
that horse would never be lonely.

If I had a horse of my own,
he would stay every day
by my window.

If I had a horse of my own,
he would never be alone.

If I had a horse of my own,
he would stay every day
right by my window.

If I had a horse of my own,
I only know
that horse and I
would not be lonely.

Graham, Carolyn. Jazz Chants. New York: Oxford University Press, 1979.

Name ____

ACTIVITY VIII-14

Cognitive Skills: Can discriminate functions; can observe details and draw inferences

Linguistic Item: Modal would

Concept: Review of tools, means of communication, transportation and animals

Materials:

- experience chart
- pictures of tools, means of communication
- pictures of means of transportation and animals
- 3-by-5 cards with each student's name + said written on it;
  example: Jose said

PROCEDURES

1. Review "The Horse March," Student Worksheet VIII-13. Call on different students to read various lines.

2. Ask students to find the word would. Have one student spell it while you write it at the board. Remind students that the child in the story wished he/she had a horse.

3. Introduce large experience chart (See Teacher Resource VIII-14.)

4. Help students to read title on experience chart.

5. Ask student to select a picture from piles of pictures you have prepared. For example, one student selects a rake from a pile of tool pictures. Hold rake in blank spot on experience chart and assist student to say:
   "If I had a rake, I would (work in the garden)."
   Student selects a picture of a sailboat and says:
   "If I had a sailboat, I would (go to Puerto Rico)."

6. Clip each student's name on experience chart; record name of picture student selected in first column and activity student told teacher he/she would do in second column.
   Example:

	If I had a ____________,	I would ____________.
José said:	1. rake	work in the garden.
Jane said:	2. sailboat	sail to Puerto Rico.
Jasmine said:	3. telephone	call my friend.
Tom said:	4. giraffe	climb up high.

7. After students have had several turns, you may try this transformation:
José said that if he had a rake, he would work in the garden.
Jane said that if she had a sailboat, she would sail to Puerto Rico.

Teacher Resource VIII-14-Chart

THE WISH CHART

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

If I had a ______________________, I would ________________________...

ACTIVITY VIII-15

Cognitive Skill: Can observe details and draw inferences

Linguistic Item: Review would, always, sometimes, never (review of Goal VII)

Concept: Varied

Materials:

- experience chart from Activity VIII-14 ("The Wish Chart")
- Student Worksheet VIII-13 ("My Wish Story")
- Student Worksheet VIII-15

PROCEDURES

1. Sing chant "The Horse March."
2. Help students read some of the sentences from the experience chart ("My Wish Chart").
3. Introduce form of "story" (controlled composition) that the students are going to write.

   Note: Teacher should stress format of a "story" composition.

4. At chalkboard, write the title:

My Wish Story

1. If you had a wish, what animal (real or imaginary) would you like?	If I had a wish, I would like a ____________.
2. Tell me something you would sometimes do with your ____________.	Sometimes, I would ____________ with my ____________.
3. Tell me something you would always do (with/for) your ____________.	I would always ____________ with my ____________.
4. Tell me something you would never do (with/to) your ____________ and tell me why?	I would never ____________ my ____________ because ____________ ____________.

5. Read completed story with students.
6. Do Worksheet, encouraging students' creativity.

7. When complete, students read stories to class. They may complete the second hald for homework.

TEACHER RESOURCES

VIII-15-Books

Winter, Paula. The Bear & the Fly. Englewood Cliffs, NJ: Scholastic Book Service, 1976.
This book has no words. Excellent for observing and drawing inferences and for predicting what will happen next.

Student Worksheet VIII-15

MY WISH STORY

If I had a wish, I would like a ______________________. Sometimes, I would ____________________ my ____________________. I would always __________________ my ____________________. I would never ________________ my ____________________ because ____ ____.

-------------------------------- tear here ----------------------------------

More about MY WISH STORY

If I had a wish, I would like a ________________________. If I had a ______________________, he/she would never be ______________________________. He/she would sometimes _______________________________ and he/she would always be __________________________.

Name ____

SW VIII-15

ACTIVITY VIII-16

Cognitive Skill: Can discriminate functions

Linguistic Skill: Review going to and will; would

Concept: Review occupations/community helpers, sports

Materials:

- pictures of community workers and sports figures in separate envelopes
- envelope of pictures of circus workers
- song - "Que Sera"

PROCEDURES

1. Ask:
   "What would you like to be when you grow up?"
   Response:
   "I would like to be a ___________."

2. Arrange three envelopes/boxes with pictures of people in various occupations, community helpers, sports figures, circus workers.

3. Teacher teaches song to the tune of "Que Sera."

   "Que sera, sera...
   Whatever will be, will be.
   The future is clear to see:
   (Student picks picture from envelope, holds it in front of him/her.)
   It's a doctor I'll be.
   (It's a teacher I'll be.)
   (It's a baker I'll be.)

4. Student B asks Student A, "What are your going to be?" Student A replies, "I'm going to be a doctor."
   Ask class to sing the song again while Student B chooses from an envelope. He or she sings:
   It's an acrobat I'll be.

ACTIVITY VIII-17

Cognitive Skill: Can observe details and draw inferences; can discriminate functions

Linguistic Item: Review of will/going to

Concept: Experiment (making butter)

Materials:

- poem "Butter" (see Teacher Resource VIII-18)
- heavy cream
- mixing bowl
- electric or hand mixer
- salt
- bread or crackers
- spoon
- napkins
- Miami Linguistic Series reader, The Magic Bean. (Second grade or older students could read this prior to this activity.)
- Student Worksheets VIII-17 and VIII-17-A

PROCEDURES

1. Display some animal pictures on ledge.

2. Ask students which animal gives us butter.
Elicit response:
"Butter comes from a cow."
Say: "We are going to make butter today. Can you guess how we make butter from cow's milk?"

3. Read and pantomime poem Butter. (See Teacher Resource VIII-17.)

4. After discussion, teacher lists on chart/board the following sentences:

We will need a dish or bowl. We are going to need ________.

We will need heavy cream and a mixer. We are going to need ________.

We will pour the cream in a bowl. We are going to need ________.

We will mix the cream for a while. We are going to need ________.

We will watch the cream become butter. We are going to need ________.

We will eat the butter. We are going to need ________.

5. Help students read these sentences.

6. Make butter from heavy cream, either by using electric or hand mixer. (As you are making butter, practice the present continuous tense: "We are mixing the cream now. We are making butter." When heavy cream reaches the consistency of butter, add a pinch of salt, spread on bread or crackers and serve. Eat! Enjoy! (Note: The heavy cream may be placed in a covered jar and the children can take turns shaking it until the cream reaches the consistency of butter. This is time consuming.)

7. MODEL AND ELICIT

   What did we do? We made butter.
   What did we need? We needed a bowl and cream.
   What did we pour? We poured the cream.
   What did we mix? We mixed the cream.
   What did we watch? We watched the butter.
   What did we do? We ate the butter.

8. Do Student Worksheets.

Teacher Resource VIII-17-Poem

BUTTER

When I taste butter, I say WOW!
Did you know it comes from a cow--
But HOW?

To get butter, we must mix and mix and mix.
Changing cream to butter
Is like some magic tricks!

Butter is good -- so go ahead,
Put it on a piece of bread.

Eat it up and touch your tummy.
You will say -- "It's yummy, yummy!"

Student Worksheet VIII-17

A. Did you know that butter comes from a cow? We will make butter!

Let's read these sentences.

1. We will need a dish or bowl.
2. We will need heavy cream and a mixer.
3. We will pour the cream into a bowl.
4. We will mix the cream for a while.
5. We will watch the cream become butter.
6. We will eat the butter.

B. Change the following sentences to past tense:

1. We will need a dish or a bowl.

   We ____________________ a dish or bowl before.

2. We will need heavy cream and a mixer.

   We ____________________ heavy cream and a mixer.

3. We will pour the cream into a bowl.

   We ___________________ the cream into a bowl.

4. We will mix the cream for awhile.

   We __________________ the cream for awhile.

5. We will watch the cream become butter.

   We ___________________ the cream become butter.

6. We will eat the butter.

   YUMMM! WE __________________ THE BUTTER!

   D..E..L..I..C..I O U S!!!

ACTIVITY VIII-18

Cognitive Skill: Can discriminate functions

[illegible] [illegible] what, where, why, [illegible]

[illegible] [illegible]

Materials:

. word cards of question words
. Student Worksheet VIII-18

PROCEDURE

1. Recall process of making butter.

2. Say poem, "Butter."

3. Let's ask some questions about butter.

   Model and elicit:
   What did we make yesterday? Butter.
   Who made butter? We did.
   Where did we make the butter? In a bowl.
   How did we make the butter? We mixed it.
   When did we make the butter? Yesterday.
   Why did we make the butter? Because we like it.

4. Put all question words in a bag/box. Ask a student to pick a card. (For example, when?) Student responds with a time, Next week, tomorrow, 3 o'clock, etc. Teacher records on board. Another student draws a card, e.g., Who? Student responds with any name, real or imaginary. Continue until all question cards have been drawn and responses given.

5. Ask students to make up a story by choosing one response from each category. Story can be nonsense or sensible. "Yesterday Jane ate an ice cream with a spoon because she liked it." or "At three o'clock Peter Cottontail made a cake with a rake because he was hungry."

6. Complete Student Worksheet VIII-18.

TEACHER RESOURCES

VIII-18-Books

The Magic Bean. Miami Linguistic Series, Lexington, MA: D.C. Heath, 1966.
May be used as motivation for making butter. ("Did you know that butter comes from a cow?") This book is also suited for drawing inferences and for use of how questions.

Mark's Jet.
Good aid in drilling use of can and could, will and would.

White Horse.
Excellent use of drawing for inferences.

The Twin Mystery.
All Systems Go.
The Man on the Penny.

Jane Moncure. People Who Help People. Elgin, IL: Child's World, 1975.
Review of question words with funny riddles.

Rita Gilman. Favorite Riddles. Englewood Cliffs, NJ: Scholastic Book Services, 1980.
Review of question words with funny riddles.

Juanne and Margarit Wallace. Really Ridiculous Rabbit Riddles. Englewood Cliffs, NJ: 1979.
A review of question words with silly answers for older students.

Student Worksheet VIII-18

The Story of Butter

Circle the question word that is answered by the underlined word.

1. We needed heavy cream to make the butter.

who what when where

2. We put the heavy cream in a bowl.

why who where what

3. Everybody mixed the butter.

where when how who

4. We worked hard to mix the butter.

how when what where

5. We also put a little salt in the cream.

why what how who

6. We made the butter yesterday.

who where what when

7. We put the butter on bread.

when who what why

8. We put the bread and butter in our mouths.

where when how who

9. We ate the bread and butter quickly.

when who how what

10. There is no more bread and butter because we ate it.

when who what why

Name ______________________________

ACTIVITY VIII-19

Cognitive Skill: Can observe details and draw inferences

Linguistic Items: [illegible] in this goal in a controlled [illegible]

Concept: [illegible] growth of seeds

MATERIALS:

- picture of stages of the growth of a seed
- experience chart
- drawing paper
- crayons
- Student Worksheet VIII-19

PROCEDURES

1. Since seeds should have grown by now, teacher can discuss results.
2. Distribute Student Worksheet VIII-19. Do with students orally.
3. If possible, students write answers. (Teacher circulates and assists to correct.)
4. Students rewrite. More advanced students should be encouraged to write or dictate a free composition.
5. Students draw picture to accompany story.

Note: This type of activity may be done with any science experiment. Fill-in activities can be also used as a follow-up to science experiments. Some enjoyable science experiments for young students are:

- making a bell ring; making a bulb light
- experiments with wheels; pulleys - making a miniature elevator
- experiments with water - filling glasses to different levels to produce different sounds
- experiments with wind
- experiments with weather
- experiments with space concepts

TEACHER RESOURCES

VIII-19-Picture Sets

DLM Photo Library - excellent photographs on a variety of topics.

Lanchaster, Louise. Introducing English. Boston: Houghton Mifflin Co., 1966
Picture cards.

English Around the World. Glenview, IL: Scott, Foresman and Co.
Picture cards.

VIII-19-Books

Kirkpatrick, Rena. Look at Magnets. Raintree Publishers, Ltd., 1978.
Kirkpatrick. Look at Rainbow Colors.
Kirkpatrick. Look at Seeds and Weeds.

Allington, Richard and Krull, Kathleen. Beginning to Learn About Thinking.
Milwaukee: Raintree Publishers, Ltd.
An excellent review of cognitive skills.

Teacher Resource VIII-20-Song

IF I ONLY HAD A BRAIN

I could while away the hours
Conferring with the flowers,
   Consulting with the rain.
And my head, I'd be scratching,
   While my thoughts
   were busy hatching,
If I only had a brain.
I'd unravel every riddle
for any individual,
in trouble or in pain.
With the thoughts I'd be thinkin',
I could be another Lincoln,
If I only had a brain.
Oh, I could tell you why
the ocean's near the shore.
I could think of things
I never think before,
and then I'd sit and think
some more.
I would not just be a nothin'
   my head all full of stuffin',
   my heart all full of pain.
And perhaps I'd deserve you and
   be even worthy of you,
If I only had a brain.

From The Wizard of Oz

Lyrics by E.Y. Harburg. ©1939 by Leo Feist, Inc.

Teacher Resource VIII-20-A-Song

I'D LIKE TO TEACH THE WORLD TO SING IN PERFECT HARMONY

I'd like to build the world a home
And furnish it with love.
Grow apple trees and honey bees and
snow white turtle doves.

I'd like to teach the world to sing
In perfect harmony.
I'd like to hold it in my arms
And keep it company.

I'd like to see the world for once
All standing hand-in-hand,
And hear the echoes through the hills
For PEACE throughout the land.

Peace! Peace! Peace! Peace! Peace!

It's the real thing;
What the world wants today!
That's the way it'll stay,
With the real thing!!!

I'd like to teach the world to sing
In perfect harmony.
The talk of peace that echoes on
And never goes away.

It's the real thing;
What the world wants today!
That's the way it'll stay,
With the real thing!!!

Student Worksheet VIII-19

We are going to write a composition. Answer each question in a full sentence.

How Do Plants Grow?

1. When did we plant our seeds? ______________________________

2. What did we have to get before we started?

   Before we started, we ______________________________.

3. What did we do first? ______________________________

4. How did we make holes in the soil? ______________________________

5. After we made the holes, what did we do next?

   Next, we ______________________________.

6. What did we cover the holes with?

   We covered the holes with ______________________________.

7. What did we do last?

   The last thing we did was to ______________________________.

8. Where did we put the cups with the seeds? ______________________________

9. What did we do everyday? ______________________________

11. What happened after a while?

    After a while, ______________________________

12. How did the plants look? ______________________________

13. Why is planting seeds fun? ______________________________

____

Draw a picture of your plant.

Name ______________________________

SW VIII-19